

DOCUMENT RESUME

ED 340 541

RC 018 444

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TITLE A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
INSTITUTION ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ISBN-1-880785-02-1
PUB DATE Jan 92
CONTRACT RI-88-062016
NOTE 82p.; For the 1989 edition, see ED 307 102.
AVAILABLE FROM ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (\$6.00).
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Bibliographic Databases; Educational Resources; Elementary Secondary Education; Information Centers; *Information Retrieval; Information Sources; *Parent Materials; Reference Materials; Research Methodology; Research Skills; Research Tools
IDENTIFIERS *ERIC

ABSTRACT

This guide explains what the Educational Resources Information Center (ERIC) database is and how it can be used by parents to learn more about schooling and parenting. The guide also presents sample records of 55 documents in the ERIC database. The cited resources are particularly relevant to parents' concerns about meeting children's basic needs, communicating with school staff, helping students learn, and serving as an advisor or advocate. In addition, the guide provides a separate category of ERIC resources for Spanish-speaking parents. For parents with the necessary energy and academic skills, searching the ERIC database will provide information on selected topics. One chapter describes in detail a manual ERIC search. The guide also discusses the theory and methods of computer searching with CD-ROM (compact disc, read-only memory) and lists prerequisite computer skills. Separate sections of the guide discuss ERIC digests, ERIC resumes, the ERIC system, ordering ERIC documents, the range of information about parents in the ERIC database, and the tools for manual or computer searching (such as the Thesaurus of ERIC Descriptors, ERIC indexes and compact disks). ERIC clearinghouses and institutions with extensive ERIC collections that are available to the public are listed. A glossary is provided to clarify and define terms used in the guide related to the ERIC database. (LP)

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* from the original document. *

Craig B. Howley, Phyllis Stowers, and Pat Cahape

A Parent's Guide to the ERIC Database

Where to Turn With Your Questions,
About Schooling

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A PARENT'S GUIDE TO THE ERIC DATABASE

**Where to Turn With Your
Questions About Schooling**

BY

**Craig B. Howley
Phyllis Stowers
Pat Cahape**

**REVISED EDITION
JANUARY 1992**



**CLEARINGHOUSE ON
RURAL EDUCATION AND SMALL SCHOOLS**



**Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325**

Published March 1989. Revised January 1992.

Printed in the United States of America

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ISBN 1-880785-02-1

This publication was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement, under contract no. RI-88-062016. The opinions expressed herein do not necessarily reflect the positions or policies of the Office of Educational Research and Improvement or the Department of Education.

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ACKNOWLEDGEMENTS

We would like to thank Pat Coulter, Central ERIC; Heidi Lehmann, a rural parent who serves on the ERIC/CRESS Advisory Board; Suzanne Ripley, director of the National Information Center for Children and Youth With Handicaps; and Eris Thompson, chair of the rural subcommittee of the National PTA's Commission on Education. They reviewed early drafts of this *Guide*, and their timely comments helped improve the manuscript. Joan Hill and Todd Strohmenger, of the ERIC/CRESS staff, also provided useful critiques. Berma Lanham served as copy editor and Carolyn Luzader did the layout.

Finally, the authors would like to thank Manya Ungar, Vicki Andrews, Sharon Nelson, Donetta Spink, and Pam Reynolds of the National PTA for their personal support of and interest in bringing the National PTA and ERIC/CRESS together so that this *Guide* could reach many parents.

QUICK REFERENCE PAGE TO THE ERIC/CRESS PARENT'S GUIDE

We have modeled this *Guide* on computer software documentation, and the sections are intended to take you to whatever level of use you desire. You don't need to read the *Guide* straight through. If you encounter unfamiliar terms, consult the Glossary. If you are interested in . . .

PUBLICATIONS

- . . . **sample publications** for parents, see pages 5-26.
- . . . **all ERIC Digests** for and about parents, see pages 27-28.

HOW-TO INFORMATION

- . . . **ordering** publications from ERIC, see pages 29-31.
- . . . **getting the most out of an ERIC resume**, see pages 71-73.
- . . . **doing ERIC searches**, see pages 49-61.
- . . . **locating ERIC collections**, see pages 63-70.

KNOWLEDGE ABOUT ERIC

- . . . a description of the whole ERIC system, see pages 75-76.
- . . . descriptions of each ERIC clearinghouse, see pages 33-39.
- . . . **definitions of ERIC terms** (glossary), see pages 77-82.

FOREWORD

As a parent and as a teacher (roles that are closely bound together, in my mind), I have used the ERIC (Educational Resources Information Center) system for a long time, and I like it. The ERIC system can be **both** an appealing and reasonable response to the bafflement many of us feel when confronted with schools, on the one hand, and our children, on the other. It's not always easy to see how the two fit together.

Parents, in fact, want objective answers to pretty specific questions, and local educators cannot always supply the best responses. Usually, local educators are too much invested in particular problems and solutions. I speak from the experience of being a parent, local educator, writer, and student of schooling. I have faith in **both** educators and parents (and even in educational researchers). Almost all of us want what is best for children; but we live in a tough world, where good alternatives are seldom close at hand. The ERIC system is a refreshing exception.

Although the ERIC database was first developed as a professional resource, it can be more than that, because **teaching** has so much to do with **parenting**. Parents need independent sources of information if they are to make wise choices—or indeed, any choices—about the schooling of their children. The ERIC system is a good place for parents to turn for answers—not perfect, mind you, but still very good. The material to be found there is about as varied and as rich as the material in any library that contains three-quarters of a million documents.

We are, apparently, becoming a society of computer-users. Computers are no longer strange and mysterious, and we have begun to view them as the tools they are. Some observers who enjoy theorizing about computers believe them to be tools for openness and democratization. I don't know about that myself but you might say that viewpoint is the premise of this *Guide*.

Certainly, parents can search the ERIC database, and the use of computers will make it easier. A little self-training may be necessary, however. This *Guide* has been developed for parents as a start. Parents who pose their own questions about schooling and find the answers in ERIC reclaim a measure of choice in the education of their own children.

—Craig B. Howley, Codirector
ERIC Clearinghouse on Rural Education and Small Schools

INTRODUCTION

This *Guide* is written especially with parents in mind. It has two main purposes:

- to explain what the ERIC database is, and
- to explain how ERIC can be used to learn more about schooling.

In addition, the *Guide* describes some of the articles and publications developed especially for parents that you can get through ERIC.

The first sections of the *Guide* reflect these main purposes. They show you what the database is and contain brief descriptions of 55 articles, brochures, and guides developed for parents. They also show you how to order these—or any other ERIC documents.

Each of us views the world in unique ways, however, and the ERIC collection reflects that diversity. There are thousands of articles that might be of interest to **you in particular**. The remaining sections explain how to find them.

The ERIC System

The Educational Resources Information Center, or ERIC, is a kind of national library of articles and documents about schooling, education, and related topics. Established in 1966, the ERIC system describes *articles* in over 780 journals and magazines devoted to education, and it describes and makes available (at a very reasonable cost) almost all important *documents* about education.

Many of the documents are reports and studies; others are brochures and pamphlets for special audiences (like parents); and still others are training materials, manuals, and guides. Though many of these documents are copyrighted, the authors have in most cases given the ERIC system the right to distribute photocopies of the documents to whomever asks for them. You don't need to be a teacher or school administrator to use ERIC.

You can access the ERIC system on your own; you do not need to go through your local school or get special permission; and you do not need a great deal of expertise. You do need a few skills—which this *Guide* will help you learn. You also need to have some questions about your children, about education in general, or about schooling in particular. It helps to know something about *how to ask questions*, but this is a skill that you can best develop through experience. See the

sections on searching for some hints.

If you use the ERIC system, you will find that many of your questions *do have definite answers*; you will also find that many of your questions *do not have simple answers*, or *have contradictory answers*; and you may find that still others *have not even been asked*. Remember, however, that all questions are related to one another. In the process of seeking an answer, you may find that you change your question.

You will also find that articles and documents in the ERIC collection have been written for many different audiences, from those who make policies about education, to elementary school teachers, to college professors, to parents. Don't let the differences in the intended audience and quality of materials put you off; often the research you find difficult to understand in an original report has been presented more straightforwardly in another article or document. Keep looking.

Using the ERIC system requires that you go to a library, probably an *academic* library, perhaps one of those located at the colleges and universities listed in the section of this *Guide* that gives the location of complete ERIC collections. In case you didn't know, virtually all of these institutions allow community members to use their library facilities.

Why? Universities and colleges view *community service* as one of their primary missions. So don't be bashful. Certainly, if your concern as a parent is education—an endeavor that affects the entire community—you belong in those facilities, and you can expect to be welcomed.

In most places, the *reference librarian* will gladly show you where the paper copies of journals are kept, where journals on microfilm are kept, and where the ERIC microfiche collection is located. They will also show you where to find the *Thesaurus of ERIC Descriptors*, the *Resources in Education (RIE)*, and the *Current Index to Journals in Education (CIJE)*. If the library has a CD-ROM ("compact disk, read-only-memory") the librarian may have time to introduce you to its use. If not, the chances are good that the staff have prepared a leaflet that explains briefly what you need to do to use the system.

On your first visit, go prepared with a question you want to answer, and plan on spending an afternoon. You may need that much time just to get acquainted with the library and its resources. Don't be afraid to ask for help—that's what reference librarians are dedicated to giving their clients.

Once you identify the articles and documents you want to read, you may need help finding them. This will be especially true if the library you visit does not keep back issues of journals on microfilm. Missing or mutilated journal issues are common in paper collections.

The reference librarian can help you order paper copies of articles via interlibrary loan or from University Microfilm Incorporated (UMI). This service is slow, and it is more expensive than a similar service provided by the ERIC Document Reproduction Service (EDRS) in the case of *RIE* documents.

When you do find the articles and documents you want to read, scan them to see if they really are useful to you. Make paper copies of the best to take home.

Microfiche reader/printers and microfilm reader/printers are not difficult to use, but they require some getting used to if you've never worked with them before. Take your time, again, and ask for help when you need it. Other library users can often be as much help with the use of equipment as the library staff. Finally, expect to pay a reasonable fee for making paper copies of journal articles and documents—\$.10 per page is typical.

SECTION 1

Fifty-Five Articles and Documents for Parents

When we talk about how parents are involved with schooling, we refer to a variety of activities. Most of those who have studied this topic have suggested that four to six categories sum up the variety pretty well. This section of the *Guide* presents descriptions of 55 articles and documents in the ERIC collection (officially known as the ERIC database), organized by four types:

- meeting children's basic needs,
- communicating with school staff,
- helping students learn, and
- serving as an advocate or advisor.

In addition, we have included a separate category of ERIC resources developed especially for *Spanish-speaking* parents. It is said that the United States is the largest Spanish-speaking country in the world. Many of the resources in the ERIC database acknowledge this fact. A few of these resources, developed for parents, are included below.

You can find more information about how to use the ERIC database in subsequent sections of this *Guide*. There you can learn about searching the database yourself for the information that interests *you* most.

Information about each article or document in this section is given in a standard format. If you take several minutes to read about that format, it will be much easier for you to use the database. If you come across unfamiliar terms (for example, "blowbacks"), consult the glossary.

Let's take a look at two examples, one for articles and one for documents. First, the article:

AN: EJ 343 182
AU: Rosenberg,-Ellen
TI: How Parents Can Help Ease the "Back to School" Jitters.
JN: PTA-Today; v12 n1 p13 Oct 1986
AB: Usually, children are glad to see the summer come to an end. Some are not. Here's how to help. (CB)

The upper-case abbreviations stand for particular sorts of information, as follows:

- "AN":** This field indicates the ERIC *accession number*. (A "field" is the space reserved for particular information, so we have "author fields," "title fields," and so forth.) The accession number is a two-letter prefix and a six-digit identification number. The prefix, "EJ," stands for *ERIC journal*. The "EJ" alerts you immediately to the fact that this resource is an *article*.
- "AU":** As you might expect, this field stands for individual *author*, last name first. Not all authors are individuals, however. Sometimes they are institutions. This abbreviation is reserved for *individual authors*.
- "TI":** This field gives the *title* of the article.
- "JN":** This field gives the name of the *journal* in which the article appeared, together with the volume number, issue number, pages, and month of publication.
- "AB":** This is the *abstract* field. It presents a short description of the article. The abstracts in this *Guide* have been edited to keep them short, but they are based on the longer abstracts that appear in the ERIC database. Incidentally, the two letters that end each abstract are the initials of the person who wrote the original abstract.

Now let's turn to an ERIC document:

- AN:** ED 281 966
- AU:** Cano,-Luis-R.
- TI:** Helping Your Child Learn: A Parents' Guide + Ayudando a Su Hijo a Aprender: Una Guia para los Padres.
- PR:** EDRS Price MF01/PC02 Plus Postage.
- PG:** 49
- AB:** Here are ten ways to help your children learn better at school, presented in both English and Spanish. Topics include scheduling study time; talking to the teacher; and tips for working parents. A comic strip and worksheets to help students develop good study habits and achieve goals are included. (KH)
- LV:** 1

Now let's look at what the abbreviations mean in the descriptions of our ERIC documents:

- "AN":** Again, this stands for accession number, but notice that the two-letter prefix is "ED" (for *ERIC document*). The ED prefix also alerts you to the fact that the document is probably

available as either a paper-copy blowback or a microfiche, or as a microfiche only (see the discussion of "LV" below, for clarification of this point).

- "AU": As before, this stands for individual author. For some of the ED documents listed here, there are no individual authors. Some of the documents below do not, therefore, have an author field.
- "TI": This field, again, gives the title, in this case the title of the ERIC document.
- "PR": This is the price field. Within the field, "MF" and "PC" stand for "Microfiche" and "Paper Copy." The attached numbers (as in PC02) help you calculate the EDRS price. For example, paper copies are currently priced in units of 25 pages, at \$3.20 for each 25-page unit. The symbol "PC02" means a paper copy of the document costs two times \$3.20, that is, \$6.40.
- "PG": This field gives the total number of pages in paper copies, or frames on microfiche.
- "AB": This, again, is the abstract field, which gives a short description of the document.
- "LV": This field describes the level of document availability from EDRS.

Level 1 availability means that documents are available from EDRS as *both* paper-copy blowbacks and microfiche. Of the documents listed below, most are level 1.

Level 2 availability means that documents are available from EDRS as *microfiche only*. If you want paper copies of these documents, you cannot get them from EDRS. Of the documents listed below, a few are level 2.

This entry is a bit different from the previous one. The differences center on the fact that ERIC documents are almost always available in a format different from the journal articles. Most ERIC *documents* (but not journal articles) have been put on *microfiche* by the ERIC system.

Microfiche are pieces of film containing miniaturized photographs of each page of a given document. Special microfiche readers and reader/printers reproduce full-size copies of the document (called, curiously enough, "blowbacks"). Blowbacks are not beautiful, but they are readable and quite inexpensive (\$3.20 for each 25 pages from EDRS).

You can get them for a modest fee by writing to the ERIC

Document Reproduction Service (EDRS). Instructions for doing this can be found in Section 3 of the *Guide*.

You can also visit many college and university libraries and make copies of the document yourself. That's because many academic libraries have complete collections of all ERIC microfiche. Most libraries currently charge 10 cents per page for paper copies made on their reader/printers.

Summary of Information About Descriptions

- The fields that describe articles and journals are similar.
- For ERIC documents (ED accession numbers), pay particular attention to what the price and level fields tell you.
- Consult a librarian to help you get copies of EJ articles. There are a number of easy alternatives. See Section 3, below.
- Copies of ED documents can be ordered through EDRS. When ordering, be sure to pay attention to the level of availability. Paper copies of level 2 documents are not available from EDRS, although microfiche copies are.

The documents that have "AN" numbers beginning with "ED" are available from the ERIC Document Reproduction Service (EDRS). Again, you can find ordering information in Section 3 of the *Guide*. Remember that articles with accession numbers ("AN" field) beginning with "EJ" must be ordered through your library.

As noted above, the 55 resources that follow are organized in five categories:

- (1) meeting children's basic needs (8 documents)
- (2) communicating with school staff (5 documents)
- (3) helping students learn (22 documents)
- (4) serving as an advisor or advocate (13 documents)
- (5) selected documents in Spanish (7 documents)

The resources are listed by accession number, from highest (most recent) to lowest (oldest). None of these resources, however, is older than six years.

Meeting Children's Basic Needs

All of these articles and documents are about basic needs—physical, emotional, and social needs—that are related to schooling.

AN: ED 327 795
AU: Polulech,-Joan-Burgess; Nuttall,-Paul
TI: Talking About Sex. Growing Pains: Sex Education for Parents.
A Newsletter Series. Letter V.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 13
AB: Unravel the physical, social, and emotional mysteries of
adolescence and develop skills that will help you talk about
sex with your adolescent. (NB)
LV: 1

AN: ED 326 789
AU: McGlawlin,-Helene
TI: How Children Grieve: Implications for Counseling.
PR: EDRS Price MF01/PC02 Plus Postage.
PG: 30
AB: This is a review of current literature about how children
grieve and what factors affect the ways they grieve. Specific
information about counseling grieving children is also in-
cluded. (ABL)
LV: 1

AN: ED 325 806
AU: Beverstock,-Caroline
TI: Your Child's Vision Is Important.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 25
AB: The booklet gives practical advice about protecting children's
eyesight, along with short lists of recommended reading for
parents and children and resources available from the Inter-
national Reading Association. (SR)
LV: 1

AN: ED 324 805
AU: Barrett,-Thomas-C.
TI: What To Do If...: A Guide for Parents of Teenagers.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 25
AB: This guide describes characteristics of normal, well-adjusted
adolescents and things to watch out for. Practical advice
about what parents can do to address common problems and
a directory for national hotlines concerning AIDS, substance
abuse, dropouts, delinquency, runaways, and suicide are
provided. (MLH)
LV: 1

AN: ED 320 042
 TI: AIDS: A Parents' Guide to AIDS Education in Schools.
 PR: EDRS Price MF01/PC01 Plus Postage.
 PG: 13
 AB: This brochure was written to answer parents' questions about AIDS and AIDS education in Manitoba schools. It presents statistics from a nationwide study of Canadian youth. The report concludes with a list of audiovisuals and publications about AIDS. (NB)
 LV: 1

AN: ED 317 002
 TI: A Resource Manual on Child Abuse. Revised.
 PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
 PG: 126
 AB: This resource manual contains a rich collection of materials providing background information on physical, sexual, and emotional abuse and the physical neglect of children. Also included is information about when and where to seek help; lists of printed, audiovisual, and organizational resources; and a copy of the Child Abuse Prevention and Treatment Act. (PB)
 LV: 2

AN: ED 316 342
 TI: PTA Reports: Child Care in the '90s. A Special Redbook Supplement.
 PR: EDRS Price MF01/PC01 Plus Postage.
 PG: 15
 AB: This PTA report on child care in the 1990s offers advice to parents who face the dilemma of finding appropriate child care. Contents focus on America's child care crisis, assessment of options, a checklist on what to look for in a day care center, and ways employers can help deal with the child care crisis. (RH)
 LV: 1

AN: ED 314 232
 AU: Bennett,-Robert-L.; Gale,-Nancy
 TI: Protecting Youth from Alcohol and Substance Abuse. What Can We Do?
 PR: EDRS Price MF01/PC04 Plus Postage.
 PG: 97
 AB: This handbook describes what help is available from various

family, tribal, community, and government groups to address alcohol and substance abuse in Indian communities. (ALL)

LV: 1

AN: ED 295 773

AU: Thornbrugh,-Cheryl; Fox,-Sandra-J.

TI: Bridging the Challenging Years: Tips for Working with American Indian Teenagers.

PR: EDRS Price MF01/PC04 Plus Postage.

PG: 91

AB: This guide helps counselors, teachers, and parents design an approach to preventing substance abuse that helps students develop healthy personality traits, personal goals, coping skills, and alternative leisure time activities. (NEC)

LV: 1

AN: ED 290 118

AU: Klimek,-David; Anderson,-Mary

TI: Inner World, Out World: Understanding the Struggles of Adolescence.

PR: EDRS Price MF01/PC03 Plus Postage.

PG: 68

AB: This monograph explains the psychological tasks of adolescence. It provides guidelines for adolescent and parental development, and descriptions of stages of family life. Learn about sources of dysfunctional family patterns and the influences of social and cultural affiliations. (NB)

LV: 1

AN: EJ 343 182

AU: Rosenberg,-Ellen

TI: How Parents Can Help Ease the "Back to School" Jitters.

JN: PTA-Today; v12 n1 p13 Oct 1986

AB: Usually, children are glad to see the summer come to an end. Some are not. Here's how to help. (CB)

AN: ED 286 619

AU: O'Brien,-Mary-Parys

TI: Back to Work: A Guide for Expectant and New Working Parents.

PR: EDRS Price MF01/PC07 Plus Postage.

PG: 158

AB: This guide deals with the various issues related to meeting the demands of both work and family. A worksheet helps you plan and negotiate maternity or paternity leave. An appen-

dix includes resources and readings. (RH)
 LV: 1

AN: ED 284 158
 AU: Miller,-Beth-R.
 TI: Seeing the World Through Your Teenager's Eyes.
 PR: EDRS Price MF01/PC01 Plus Postage.
 PG: 6
 AB: Are you the single parent of a teenager? This pamphlet's for you, with practical steps to help support your efforts. (NB)
 LV: 1

Communicating with School Staff

These articles and documents all concern talking to teachers or principals and getting or giving information about your child.

AN: ED 324 131
 AU: Wikelund,-Karen-Reed
 TI: Schools and Communities Together: A Guide to Parent Involvement.
 PR: EDRS Price MF01/PC04 Plus Postage.
 PG: 96
 AB: This guide describes types of parent involvement and the benefits of and barriers to effective parent involvement programs. Read how to build parent involvement programs. The guide lists organizations that offer publications, training materials, and informational kits for parents and teachers. (RH)
 LV: 1

AN: ED 321 896
 TI: Parent-Teacher Communication. A Handbook for Teachers and Parents. Parent Participation for Effective Schools.
 PR: EDRS Price MF01/PC04 Plus Postage.
 PG: 83
 AB: Learn several strategies for improving communication between parents and teachers. Examples of notes, telephone contacts, letters, and meetings are included. Appendices provide suggestions for ways to reach the hard-to-reach parent, references, a bibliography, and lists of materials. (RH)
 LV: 1

AN: ED 308 926
 AU: Bell,-Gregory-E.

TI: Making the Most of Parent-Teacher Conferences: Tips for Parents [and] Tips for Teachers.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 8
AB: This paper provides suggestions to ease the tension, fear, and frustration that may accompany parent-teacher conferences. Tips for parents and tips for teachers are both presented in a checklist format. (RJC)
LV: 1

AN: ED 298 197
AU: Lindner, Barbara
TI: Drawing in the Family. Family Involvement in the Schools.
PR: EDRS Price MF01/PC02 Plus Postage.
PG: 35
AB: One of the best guarantees of children's success in school is their parents' involvement in education. This resource guide provides information in the following areas: (1) family types; (2) expectations of parents, teachers, and administrators; (3) barriers encountered by parents and teachers; (4) family education and home activities; (5) volunteer programs and school councils; and more. (BJV)
LV: 1

AN: ED 286 864
AU: McKinney, Kay; Paulu, Nancy
TI: Parents: Here's How To Make School Visits Work.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 13
AB: Are your visits to school worthwhile? This pamphlet talks about the purpose of school visits, and includes tips on planning a visit, observing the school atmosphere, discussing student progress, and being a working parent. (CB)
LV: 1

AN: ED 275 750
TI: Reading Tests: What Does That Score Mean? Standardized Reading Tests.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 20
AB: For a long time in our schools, test scores were closely guarded secrets. Now things are different. Do you know what test scores mean? If not, here's a start at understanding the issues. This pamphlet includes five relevant demands parents can make to school officials. (JAZ)
LV: 1

Helping Students Learn

This category is represented by the largest number of articles and documents. There's a reason, of course: schools are for learning. A number of resources for parents of middle school, junior high, and senior high students focus on such things as study skills and work habits. You can find other information by searching the ERIC database for what you want.

AN: ED 327 281
 AU: Giddings,-Louise
 TI: In the Kitchen with Your Young Child.
 PR: EDRS Price MF01/PC03 Plus Postage.
 PG: 64
 AB: Parents can provide experiences in the kitchen that will help children grow intellectually. This book describes several types of activities, including: exploring, cooking, chores, play, and storytelling. (BB)
 LV: 1

AN: EJ 396 906
 AU: Iarusso,-Marilyn-Berg
 TI: How to Promote the Love of Reading.
 JN: Catholic-Library-World; v60 n5 p212-18 Mar-Apr 1989
 AB: Learn from this summary of current research ways to teach children to love reading. The topics discussed include the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values. (CLB)

AN: EJ 385 482
 AU: Adderholt-Elliott,-Miriam
 TI: Perfectionism and Underachievement.
 JN: Gifted-Child-Today-(GCT); v12 n1 p19-21 Jan-Feb 1989
 AB: Are you aware of the relationship between perfectionism and underachievement? Five traits of perfectionist students contribute to their underachievement: procrastination, fear of failure, the all-or-nothing mindset, paralyzed perfectionism, and workaholism. (JDD)

AN: ED 324 696
 TI: Help Your Child Learn To Write Well.
 PR: EDRS Price MF01/PC01 Plus Postage.
 PG: 7
 AB: How can parents help children learn to write well? First, children should have a good place to write, the right materi-

als, enough time, and praise from their parents. Learn many other ways parents can help by reading this short guide. (RS)

LV: 1

AN: ED 321 895

TI: How To Help Your Child Learn. A Handbook for Parents. Parent Participation for Effective Schools.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 45

AB: This handbook helps parents understand the ways children learn, basic skills children need for success in school, and the importance of helping children develop a strong self-concept. Other topics include ideas to enhance creative thinking, parental rights and responsibilities, ways of encouraging regular attendance at school, homework, ways to use television wisely, and the importance of using newspapers and magazines as resources. (RH)

LV: 1

AN: ED 317 886

TI: High School and Beyond: A Planning Guide for Parents, Students, and Staff.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 31

AB: This planning guide helps students take a look at their interests, attitudes, and motivation to help them plan for high school and afterward. Written for Tacoma, Washington, students, the guide helps students interested in vocational and college preparatory programs.

LV: 1

AN: ED 316 310

AU: Berla,-Nancy; And-Others

TI: The Middle School Years: A Parents' Handbook.

PR: EDRS Price MF01/PC04 Plus Postage.

PG: 97

AB: Learn about the characteristics of middle school-age children and how to make sure your child is getting what he or she needs from school. Learn how to judge the quality of your child's school, and what to do if you think it falls short.

LV: 1

AN: ED 314 737

AU: Behm,-Mary; Behm,-Richard

TI: 101 Ideas to Help Your Child Learn To Read and Write.

PR: EDRS Price MF01/PC03 Plus Postage.

PG: 52

AB: Here are 101 practical and fun-to-do activities for parents and children. The booklet is organized to fit the way parents tend to spend time with their children: in the nursery, at bedtime, on the road, and watching television. The booklet also includes a list of additional resources for parents. (NKA)

LV: 1

AN: ED 313 577

AU: Horton,-Sally-E.

TI: Money Sense for Your Children.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 26

AB: Teach children to handle money wisely by learning what you need to know about children in various age groups (preschoolers, 6-9, 9-12, and teenagers). The lessons in this booklet cover the following topics: money management sense, where money comes from, saving and sharing, the spending plan, the pressures of advertising, and questions and answers. (KC)

LV: 1

AN: ED 313 316

AU: Fromboluti,-Carol-Sue

TI: Helping Your Child Learn Geography.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 43

AB: Here is how parents can teach geography to their children under age 10. In addition to describing learning activities for children, the handbook contains a glossary of geographic terms, lists of sources of free or inexpensive materials, and a list of books for children on various topics in physical and cultural geography. Supporting materials include an outline map of the United States. (JP)

LV: 1

AN: ED 311 689

AU: Rhodes,-Nancy; Richardson,-Gina

TI: Total and Partial Immersion Programs in U.S. Elementary Schools, 1989; [and] Useful Resources for Teaching Languages to Children. CLEAR Materials Resource Series, Numbers 2 and 4.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 32

AB: These two publications give useful information about elementary school foreign language programs in the United States. Booklet Number 2 provides technical information about par-

ticular programs in 20 states. Booklet Number 4 provides a bibliography of materials that can be used by teachers, parents, and administrators to help children's second language learning. (DJD)

LV: 1

AN: ED 307 768

AU: Berger,-Sandra-L.

TI: College Planning for Gifted Students.

PR: EDRS Price MF01/PC07 Plus Postage.

PG: 154

AB: Here's how to take a thorough, well-organized approach to college planning. Guide describes how to plan a 6-year time line; background information about characteristics of gifted students; how to help students learn about their own learning styles, interests, and needs; detailed information about the college application process; and more. A section at the end of the guide includes glossaries; a guide to college guides; a list of contests, competitions, and activities; resources on gifted students; and an application used commonly by over 100 colleges. (JDD)

LV: 1

AN: ED 307 525

AU: Beekman,-Nancy-R.

TI: Parenting School-Aged Children and Adolescents. First Edition.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 50

AB: This is a summary of research on parenting, focusing on such matters as self-esteem, academic achievement, social support, and parent-child communication. Learn about what concerned parents most at other times compared with what concerns parents most today and where to find help. The monograph provides an annotated bibliography for parents of school-aged children and adolescents.

LV: 1

AN: ED 303 789

AU: Roser,-Nancy-L.

TI: Helping Your Child Become a Reader.

PR: EDRS Price MF01/PC01 Plus Postage.

PG: 21

AB: This booklet presents specific suggestions, based on research, to help parents encourage their children to become readers.

LV: 1

AN: ED 303 769
 AU: Myers,-Jamie
 TI: You Can Encourage Your High School Student To Read.
 PR: EDRS Price MF01/PC01 Plus Postage.
 PG: 25
 AB: This booklet focuses on how to encourage high school students to read. The booklet describes the social needs of teenagers and ways to encourage reading. (MS)
 LV: 1

AN: EJ 343 187
 AU: Wilson,-George; Moss,-Joyce
 TI: Help Your Child Yearn to Read.
 JN: PTA-Today; v12 n1 p21-22 Oct 1986
 AB: How do you help young children like reading? This article suggests several books for beginning readers, first-grade readers, and second-grade readers. (CB)

AN: ED 282 619
 AU: Leavitt,-Midge
 TI: Starting School: Happy Beginnings.
 PR: EDRS Price MF01/PC01 Plus Postage.
 PG: 13
 AB: Help prepare your child for school with these short-term and long-term suggestions, including letting your child help out at home; building an appetite for books and a familiarity with writing; and introducing your child to the school and the bus route. (RH)
 LV: 1

AN: ED 281 966
 AU: Cano,-Luis-R.
 TI: Helping Your Child Learn: A Parent's Guide + Ayudando a Su Hijo a Aprender: Una Guiapara los Padres.
 PR: EDRS Price MF01/PC02 Plus Postage.
 PG: 49
 AB: Here are ten ways to help your children learn better at school, presented in both English and Spanish. Topics include scheduling study time; talking to the teacher; and tips for working parents. A comic strip and worksheets to help students develop good study habits and achieve goals are included. (KH)

LV:1

AN: ED 280 676
TI: Help Your Child Learn Math.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 6
AB: Math is an important skill, and recent research says educators need to do a better job of helping students really understand math. Here's how you can help your child in grades one through three—or your older child who may be having a tough time with math—right now. It tells how to help your child with counting, estimating, measuring, and correcting mistakes. It includes a list of do's and don't's. (MNS)
LV: 1

AN: ED 278 954
TI: Help Your Child Become a Good Reader.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 5
AB: Here are 15 things you can do to help your child in reading. This pamphlet emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and keep an eye on their progress. (JD)
LV: 1

AN: ED 278 049
TI: Help Your Child Learn To Write Well.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 5
AB: Like math, writing is a complex subject that research has targeted for improvement in our schools. This pamphlet describes ways you can help your children learn to write well, now. The pamphlet includes 15 tips for helping your children understand the process of writing. The key ingredients of good writing according to the pamphlet are: clear thinking, sufficient time, reading, a meaningful task, interest, practice, and revising. (JD)
LV: 1

Serving as an Advisor or Advocate

Serving as an advisor or advocate is a complex kind of parent involvement. In this role, you try to help other children, your children's school, and the education community in general. It's not easy work. It may be as a member of a committee to assist the school

(an advisor), or as an outside advocate for change.

If you're ready to take on this level of involvement, be sure to review these documents. Many of these resources were developed with children who have special needs in mind. Parents have been very involved as advocates and advisors for these children. Much of the information in these resources could be applied to serving as an advisor or advocate of other children.

AN: ED 327 427

TI: Coping with Decisions About Textbooks: 1990.

PR: EDRS Price MF01/PC03 Plus Postage.

PG: 53

AB: This collection of materials was designed to help Indiana educators, administrators, and communities with the textbook selection process. Information is provided on what criteria to use for selection, readability formulas, and policies/procedures for textbook adoption, as well as worksheets for use in reviewing textbooks during the selection process. The document also contains a statement on academic freedom, brief guidelines for controversial issues, and a statement on the goal of social studies education. (NL)

LV: 1

AN: EJ 411 831

AU: Friesen,-Barbara-J.; Huff,-Barbara

TI: Parents and Professionals as Advocacy Partners.

JN: Preventing-School-Failure; v34 n3 p31-35 Spr 1990

AB: This article discusses cooperation between parents, family members, and professionals in advocacy efforts on behalf of students with emotional, mental, and behavioral disorders. Tips for parent-advocates and experiences of statewide parent networks are offered, as well as lessons and potential pitfalls experienced by professionals. (PB)

AN: EJ 411 827

AU: Karasik,-Joan; Samels,-Marge

TI: Banding Together: Speaking with One Voice.

JN: Preventing-School-Failure; v34 n3 p11-13 Spr 1990

AB: This article discusses recent developments in the status of local, statewide, and national advocacy groups and networks of parents of children with behavioral, mental and emotional disorders. The article describes the lessons learned by several groups. Contact numbers for listed groups are offered. (PB)

AN: ED 321 897

TI: Planning for Parent Involvement. A Handbook for Administrators, Teachers, and Parents. Parent Participation for Effective Schools.

PR: EDRS Price MF01/PC04 Plus Postage.

PG: 95

AB: This handbook aims to help school improvement groups, parent advisory committees, administrators, and teachers plan for parent participation in their schools. The handbook contains information on the reasons for parent involvement and ideas and strategies various communities have used. Attachments include a checklist for parental involvement, a parent survey, a survey instrument for rating schools, a teacher survey, a parent interest survey, a home-school relations planner, a list of 10 ways to make a school "parent proof," references, and a bibliography. (RH)

LV: 1

AN: ED 321 480

AU: Berger,-Sandra-L., Ed.

TI: Gifted Students: Flyer File.

PR: EDRS Price MF01/PC03 Plus Postage.

PG: 71

AB: This collection of 20 digests on gifted students provides practical information for students, their families, professional educators, community groups, and others. Resources, hints and tips, and suggestions for additional reading are included in most digests. (DB)

LV: 1

AN: ED 320 964

AU: Childs,-Ruth-Axman

TI: Legal Issues in Testing.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 41

AB: The study presents court cases that illustrate some of the issues that courts have dealt with in the area of educational testing. While this study was developed primarily for parents, the booklet should also help school administrators and testing professionals learn about court cases and precedents relevant to some major issues in educational testing. (TJH)

LV: 1

AN: ED 313 241

AU: Arbanas,-Rose-J.

TI: Girls + Math + Science = Choices. A Conference for Young Women Interested in Exploring Career Options. A Handbook for Planners.
PR: EDRS Price MF01/PC03 Plus Postage.
PG: 73
AB: This handbook was used at a 1-day conference for 170 seventh and eighth grade girls, their parents, counselors, and math/science teachers. The conference and handbook attempted to stimulate interest in exploring career options in mathematics and science-related areas. (YP)
LV: 1

AN: ED 311 138
TI: Parents Make a Difference.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 21
AB: This handbook discusses the benefits of parent involvement. Examples from New York City's 1987-88 Parent Involvement Program (PIP) demonstrate that parent involvement works in the following instances: when parents and teachers build new relationships, when there is effective and caring leadership, when there are many ways to get involved, when there is communication with everyone, when schools remove some of the barriers to participation, and when connections are made with other community agencies. A worksheet on planning a successful parent involvement project and a list of resources conclude the booklet. (BJV)
LV: 1

AN: ED 310 999
AU: Chapman,-Anne
TI: The Difference It Makes: A Resource Book on Gender for Educators.
PR: EDRS Price MF01 Plus Postage. PC Not Available From EDRS.
PG: 75
AB: New scholarship shows that much of what people once assumed to be innate gender difference is in fact produced by adults' different behavior toward boys and girls. This volume summarizes recent reliable information on cognitive and affective differences between girls and boys and looks at the effects of school and schooling on them. An annotated bibliography and lists of publishers' and audiovisual distributors' catalogs are included. (JB)
LV: 2

AN: EJ 351 686
TI: Parents as Partners in Education.
PY: 1987
JN: PTA-Today; v12 n5 p4-6 Mar 1987
AB: This brief article can help you talk about the different kinds of parental involvement with other parents and with educators. (CB)

AN: EJ 343 746
AU: Gonzalez,-Berta
TI: Schools and the Language Minority Parents: An Optimum Solution.
JN: Catalyst-for-Change; v16 n1 p14-17 Fall 1986
AB: A leadership institute called OPTIMUM is aimed at parents whose native language is not English. The focus is on children, but the institute also helps these parents upgrade their own education. (MLH)

AN: EJ 337 506
AU: Seligson,-Michelle
TI: Child Care for the School-Age Child.
JN: Phi-Delta-Kappan; v67 n9 p637-40 May 1986
AB: This article reflects on how schools and communities can address the need for after-school childcare together. (MLH)

AN: ED 287 244
AU: Siciliano,-Ellen; And-Others
TI: Project PIPE and Special Education Quality Indicators. Project PIPE Resource Manual: A Parent Educator Partnership Project.
PR: EDRS Price MF01/PC06 Plus Postage.
PG: 130
AB: Parents can help judge the quality of school programs. This manual describes how teams of three parents and an educator rate the quality of special education programs. Instructions and materials are included. (DB)

LV:1

AN: ED 277 634
AU: Weckstein,-Paul
TI: Guidelines for Parent Involvement in Chapter 1 Programs.
PR: EDRS Price MF01/PC01 Plus Postage.
PG: 20
AB: This booklet is designed to help make parent involvement in Chapter 1 programs more effective. It's got a variety of tools

for that purpose, including a summary of parental rights, questionnaires, and a draft policy about parental involvement for school districts. (APG)

LV: 1

Selected Resources in Spanish

The ERIC system contains over 700 articles and documents in Spanish. These are a few of the ones developed especially for parents.

AN: ED 281 966

AU: Cano,-Luis-R.

TI: Helping Your Child Learn: A Parents' Guide +Ayudando a Su Hijo a Aprender: Una Guia para los Padres.

PR: EDRS Price MF01/PC02 Plus Postage.

PG: 49

AB: Here are ten ways to help your children learn better at school, presented in both English and Spanish. Topics include scheduling study time, talking to the teacher, and tips for working parents. A comic strip and worksheets to help students keep good study habits and achieve goals are included. (KH)

LV: 1

AN: ED 277 502

TI: Directrices de los Servicios de Salud para Estudiantes Migratorios (Guidelines for Health Services for Migrant Students).

PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

PG: 32

AB: This booklet describes, in Spanish, migrant student health programs in California. It includes a list of 72 publications available from the California State Department of Education. (NEC)

LV: 2

AN: ED 271 231

AU: Crook,-Shirley, Ed.

TI: Lo que da buen resultado en casa. Resultados de la investigación y Actividades de aprendizaje: Sentido común y diversion para niños y adultos (What Works at Home. Research Findings and Learning Activities: Common Sense and Fun for Adults and Children).

PR: EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

PG: 20

AB: This home learning guide, also available in taped versions, gives parents learning activities to use with their children. Based on the U.S. Department of Education's *What Works*. (HOD)

LV: 2

AN: ED 325 543

AU: Nicolau,-Siobhan; Ramos,-Carmen-Lydia

TI: Together Is Better: Building Strong Relationships Between Schools and Hispanic Parents.

PR: EDRS Price MF01/PC04 Plus Postage.

PG: 76

AB: This handbook offers background and suggestions for developing programs in which Hispanic parents learn how to actively participate in their children's education. It is based on the experiences of 42 participating projects throughout the country. Also included are the following four resources: a checklist of potential problems and solutions; sketches and profiles of some projects around the country; examples of letters, information, and fliers to parents from project administrators; and a list of the participating projects on which the information in this handbook was based. (MYM)

LV: 1

AN: ED 319 516

TI: HowTo Talk to Your Teens and Children about AIDS = Como hablar con sus adolescentes y sus ninos sobre el SIDA.

PR: EDRS Price MF01/PC01 Plus Postage.

PG: 25

AB: Two brochures, one in English and one in Spanish, provide parents with basic information that will enable them to educate their children about Acquired Immune Deficiency Syndrome (AIDS). Contents address 11 commonly asked questions. Sources of additional information are listed. (RH)

LV: 1

AN: ED 316 596

TI: Please Come to Open School Week = Bienvenidos a "Escuela Abierta."

PR: EDRS Price MF01/PC01 Plus Postage.

PG: 25

AB: This booklet, printed in both English and Spanish, offers suggestions to parents for getting the most out of a visit to their children's schools during New York City's Open Schools

Week. It discusses what questions to consider before and during conferences at elementary, junior high/middle, and high school levels. The booklet also encourages parents to notice school conditions and suggests questions they may want to ask concerning policies, facilities, and services. Other information about programs, services, and what steps parents can take to stay involved are included. (AF)

LV: 1

AN: ED 293 634

AU: Peterson,-Susan

TI: Human Relations Activities for the Single Parent To Develop More Effective Parent/Child Relations. Bilingual Guide = Actividades sobre relaciones humanas para ayudar al padre-soltero o madre-soltera a desarrollar una relacion efectiva entre padre e hijo Guia bilingue.

PR: EDRS Price MF01/PC01 Plus Postage.

PG: 12

AB: Written in English and Spanish, this bilingual guide offers 10 activities that single parents can use to improve their relationships with their children. Objectives of activities range from discussing emergencies with children to increasing family cooperation and team spirit. (RH)

LV: 1

SECTION 2

Twenty-Five ERIC Digests for Parents

ERIC Digests are short reports on topics of prime current interest in education. Digests are targeted specifically for teachers, administrators, policymakers, and other practitioners, but most of them could be very useful to parents, too. These Digests, in particular, were written for or about parents. All of them are available from the ERIC Document Reproduction Service (EDRS). We have listed them in alphabetical order.

Produced by the 16 ERIC clearinghouses, Digests provide an overview of information on a given topic, plus references to items that give more detailed information. They are available from the producing clearinghouses free, while supplies last. Many are available from the ERIC Document Reproduction Service (EDRS) and online from DIALOG. Included with the titles are the ED numbers, in case you wish to order them through EDRS.

Adolescent Pregnancy and Parenthood; Highlights (1990)
(ED 315 704)

Adolescents and AIDS (1990) (ED 319 742)

Appropriate Public School Programs for Young Children (1990)
(ED 321 890)

Brief Family Consultation in Schools; Highlights (1990)
(ED 315 705)

Child Sexual Abuse: What It Is and How To Prevent It (1990)
(ED 321 843)

Choice in the Public Schools (1989) (ED 309 565)

Communicable Diseases in the Schools (1986) (ED 282 349)

Day Care in Schools (1986) (ED 282 351)

Family Influences on Employment and Education (1986)
(ED 272 702)

Gangs (1990) (ED 321 419)

Guidelines for Family Television Viewing (1990) (ED 320 662)

**Helping Children Cope with Divorce: The School Counselor's Role
(1986) (ED 279 992)**

Home Schooling (1986) (ED 282 348)

**How to "Read" Television: Teaching Students to View TV
Critically (1989) (ED 318 039)**

**Linking Environmental Education with Environmental and Health
Hazards in the Home (1988) (ED 320 760)**

Parent Education Support Programs (1990) (ED 320 661)

**Parent Involvement and the Education of Limited-English-
Proficient Students (1986) (ED 279 205)**

**Parent Involvement in the Educational Process (1989)
(ED 312 776)**

Parents and Schools (1986) (ED 269 137)

**Parents' Role in Transition for Handicapped Youth (1987)
(ED 282 093)**

**Procedures to Increase the Entry of Women in Science-Related
Careers (1990) (ED 321 977)**

**Public School Choice: Issues and Concerns for Urban Educators
(1990) (ED 322 275)**

Racism in America's Schools (1990) (ED 320 196)

**Talking to Your Child's Teacher about Standardized Tests (1989)
(ED 315 434)**

**The Right To Read: Censorship in the School Library (1990)
(ED 319 067)**

The Uses of Baby Talk (1989) (ED 318 230)

Violence in Sports (1989) (ED 316 547)

SECTION 3

How To Order ERIC Documents

There are several ways to order copies of documents you have found described in the ERIC database. Which way you choose will depend on how far you have to travel to get to an ERIC microfiche collection, and how quickly you must have the documents you have chosen. It also depends on whether you have chosen journal articles (they have accession numbers¹ beginning with "EJ") or other types of documents such as research reports, booklets, brochures, conference proceedings, and so forth (they all have accession numbers beginning with "ED").

Articles

Journal articles must be ordered through your local library, directly from the journal itself, or from University Microfilm, International (UMI). Usually, libraries can locate an article and make a copy for you through their interlibrary loan system. There is usually a charge of about ten cents per page. UMI currently charges \$11.75 for an article, regardless of length. Call or write:

UMI Article Clearinghouse
300 North Zeeb Road
Ann Arbor, Michigan 48106

UMI's toll-free number is 800/732-0616. Be sure to use the EJ accession number when you place your order.

Documents

Documents can be obtained (1) by contacting the organization that originally submitted the document, (2) by going to a university or other institution that has an ERIC microfiche collection and making a copy yourself from the microfiche, or (3) by filling out the order form

¹The accession number is located at the very beginning of an ERIC description (or resume) and looks something like the following: AN: ED254324, or AN: EJ208137.

enclosed in this Guide and ordering your document(s) through the mail from the ERIC Document Reproduction Service.

Ordering From the Original Publisher

On each ERIC resume, down toward the bottom, there is a field called "LV"—this is an abbreviation for "level." Most ERIC documents are Level 1, which means you can order either microfiche or paper copies from EDRS. However, a few documents are Level 2 (and are available in microfiche copies only) and some are Level 3 (available only from the original publisher). *Be sure to check the "LV" number before you order—it will save you trouble.*

Traveling to an ERIC Microfiche Collection

There are hundreds of ERIC microfiche collections located in university libraries, state departments of education, and other education organizations around the country. If you live in a major city, there is probably more than one collection in your area. If you live in a nonurban area, there may be a collection nearer to you than you think. We have listed all of the complete ERIC microfiche collections in the country along with their cities, states, and telephone numbers, in Section 9 of the *Guide*, titled "Directory of Complete ERIC Collections." The advantage of going to an ERIC microfiche collection is that you can get the documents you need on the spot, and you can usually get journal articles as well.

Ordering Copies Through the Mail

The ERIC Document Reproduction Service can supply you with paper or microfiche copies of documents you select. The charge for paper copies at the time of this writing is \$3.20 for documents up to 25 pages in length and \$3.20 for each additional unit of 25 pages or less (plus shipping, and, for Virginia residents, sales tax). The length of a document you wish to order is indicated in the field on the resume labeled "PG." Use the order form enclosed with this *Guide*, or contact EDRS by writing or calling them at:

ERIC/EDRS
7420 Fullerson Road, Suite 110
Springfield, VA 22153-2852
Toll-free telephone number: 800/443-3742
FAX number: 703/440-1408

It normally takes five working days for EDRS to process your order, plus UPS shipping time.

EDRS also offers a low-cost FAX service (transmission of paper copies over phone lines). You may FAX your order to EDRS, using the FAX number shown on the preceding page. Be sure to include either a company purchase order or your credit card number. (When using your credit card, also include your name as it appears on the credit card and the expiration date of your card.) For an extra fee of 25 cents per page, EDRS will process your order in only three days and FAX paper copies back to you. If you want this service, be sure to include the extra cost in your calculations and send your FAX number with your order.

Computing the EDRS Price

Here's a brief quiz to help you calculate the EDRS paper-copy price. *Remember: you're ordering paper copies.*

Suppose the price fields give the following information. What would the price of a paper copy be in each case?

1. "EDRS Price MF01/PC02 plus postage."

- ☐ \$3.20
- ☐ \$6.40 plus postage
- ☐ \$2.80
- ☐ \$3.20 plus postage

2. "EDRS Price MF01/PC03."

- ☐ \$6.40 plus postage
- ☐ \$6.40
- ☐ \$9.60 plus postage
- ☐ \$2.55 plus postage

The answers and calculations are printed below.

1. Paper-copy price per 25-page unit = \$3.20 plus postage
PC02 means multiply \$3.20 by 2, and add postage.

Answer: $2 \times \$3.20 = \6.40 plus postage

2. Answer: $3 \times \$3.20 = \9.60 plus postage

In the last example, please note that the third 25-page unit would probably contain fewer than 25 pages. For example, ED 327 281, described on page 14 in section 1, contains 64 pages. It is priced, however, in three 25-page units (EDRS Price MF01/PC03). The third unit, therefore, contains only 14 pages.

SECTION 4

Directory of ERIC Clearinghouses

There are sixteen organizations in the ERIC system called clearinghouses. They build the ERIC database by gathering and describing articles and documents. Each clearinghouse specializes in a particular segment of education literature called its "scope." Clearinghouses also answer questions from database users and publish summaries and syntheses, besides continuing to build the database. ("Synthesis" means "putting together." ERIC Digests put together, or synthesize, findings from various studies and reports in one place.) Clearinghouses are located in different cities around the nation, and they are hosted by a variety of organizations.

The clearinghouses share the mission of serving all who have an interest in education and schooling. Any of them will be glad to receive your call. Many of your questions could be answered by staff at any clearinghouse. *Don't* feel that you need to call "exactly the right clearinghouse." Staff at every clearinghouse deal with a very wide variety of inquiries.

1. ERIC Clearinghouse on Adult, Career, and Vocational Education (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614/292-4353; 800/848-4815

Scope: All levels of adult and continuing education from basic literacy training through professional skill upgrading. Career education and career development programs for all ages and populations in educational, institutional, business, and industry settings. Vocational and technical education covering all service occupations for secondary, postsecondary, and adult populations.

2. ERIC Clearinghouse on Counseling and Personnel Services (CG)
University of Michigan
School of Education, Room 2108
610 East University Street

Ann Arbor, Michigan 48109-1259
Telephone: 313/764-9492

Scope: Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

3. ERIC Clearinghouse on Educational Management (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 503/346-5043

Scope: All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

4. ERIC Clearinghouse on Elementary and Early Childhood Education (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: 217/333-1386

Scope: All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

5. ERIC Clearinghouse on Handicapped and Gifted Children (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: 703/620-3660

Scope: All aspects of the education and development of persons

(of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, both in special education settings and in the mainstream.

6. **ERIC Clearinghouse on Higher Education (HE)**
George Washington University
One Dupont Circle, NW, Suite 630
Washington, D.C. 20036-1183
Telephone: 202/296-2597

Scope: All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management, planning, finance, interinstitutional arrangements, business or industry programs leading to a degree, institutional research at the college/university level, Federal programs, legal issues and legislation, professional education (e.g., medicine, law, etc.), and professional continuing education.

7. **ERIC Clearinghouse on Information Resources (IR)**
Syracuse University
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: 315/443-3640

Scope: Educational technology (with emphasis on instructional design, development, and evaluation) and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communications: computers and microcomputers, telecommunications (cable, broadcast satellite), audio and videoc recordings, film and other audiovisual materials, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services for education-related organizations, including acquisition and organization of materials, automation, access, censorship, and information storage and retrieval. All aspects of information management and information technology related to education.

8. **ERIC Clearinghouse for Junior Colleges (JC)**
University of California at Los Angeles (UCLA)

**Mathematical-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: 213/825-3931**

Scope: Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community services. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

9. **ERIC Clearinghouse on Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037-0037
Telephone: 202/429-9551**

Scope: Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

10. **ERIC Clearinghouse on Reading and Communication
Skills (CS)
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812/855-5847**

Scope: Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy, i.e., adults working with their children. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and

communication theory, and theater/drama. Includes all aspects of reading behavior, with emphasis on: (1) physiology, psychology, and sociology; (2) instructional materials, curricula, teaching methodology, and test/measurements; and (3) the role of libraries and other agencies in fostering and guiding reading. Preparation of instructional staff and related personnel in all the above areas.

11. ERIC Clearinghouse on Rural Education and Small Schools (RC)

Appalachia Educational Laboratory
1031 Quarrier Street
P. O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304/347-0400; 800/624-9120

Scope: Curriculum and instructional programs, methods, and materials that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Research and evaluation about students, schools, and districts within such groups or served by such programs. Also includes cultural, ethnic, linguistic, economic, and social conditions that affect rural education, small schools, American Indians and Alaskan natives, Mexican Americans, migrants, and outdoor education. Preparation programs, including related services, that train professionals to work in such contexts.

12. ERIC Clearinghouse for Science, Mathematics, and Environmental Education (SE)

Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: 614/292-6717

Scope: Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory, curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

13. ERIC Clearinghouse for Social Studies/Social Science Education (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812/855-3838

Scope: All aspects of social studies and social science education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

- 14. ERIC Clearinghouse on Teacher Education (SP)**
American Association of Colleges for Teacher Education
One Dupont Circle, NW, Suite 610
Washington, D.C. 20036-2412
Telephone: 202/293-2450

Scope: School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and instructions. All aspects of health, physical, recreation, and dance education.

- 15. ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)**
American Institutes for Research (AIR)
3333 K Street, NW
Washington, D.C. 20007-3541
Telephone: 202/342-5060

Scope: All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurements, and evaluation devices/instrumentation in educational projects and programs.

16. ERIC Clearinghouse on Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: 212/678-3433

Scope: The educational characteristics and experiences of the diverse racial, ethnic, social class, linguistic, and gender populations in urban (and suburban) schools in the United States (and other countries). Curriculum and instruction of students from these populations and the organization of the classrooms and schools in which they predominate. The relationship of urban schools to their communities, with emphasis on the ways that national and local institutions can collaborate with schools to enhance education. The social and economic conditions that affect the education of urban populations, with particular attention to factors that can place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

SECTION 5

The Range of Information About Parents in the ERIC Database

In Section 1 we have included brief descriptions of 55 documents and articles written especially for parents, but we noted that these were only a small sample of documents and articles that might be of interest to you. This section is meant to give you an idea of just how much more the ERIC database has to offer *with respect to parents*. But consider this fact: *Many other topics* are represented in ERIC by a similarly rich array of information.

One measure of the scope of information about parents in the ERIC database is to count how many descriptions of articles and documents contain the word "parents." It would be mildly interesting to know that figure, but how long would it take to sort out only those descriptions that contain the word "parents"? How can we possibly know?

New techniques and equipment make what would otherwise be an impossible and foolish chore both possible and easy, and, hence, useful to illustrate our point. Using this new technology, it took about 15 seconds to identify 26,486 descriptions that contain the word "parents."

That many articles and documents probably represent more reading than any expert on the topic would undertake in a lifetime. Among all those resources, how does one find *particular* information, say, about parenting skills that help adolescents deal with their friends? The special techniques and equipment that make it possible and relatively easy to pinpoint the *particular* information you seek are considered in subsequent sections of this *Guide* devoted to ERIC tools and searching techniques.

For now, just consider the range of topics represented by this many resources about parents. The list that follows shows how many descriptions of articles or documents contain the given terms that relate explicitly to parents. This list, however, is drawn only from the 249,548 articles and documents added to the database from the beginning of January 1982 to the end of June 1991. We included terms in this list only if they were used in at least ten articles and documents, so the following list is a conservative estimate. Terms that are followed by a hyphen and nothing else are combining terms; that is, they may appear in combination with a number of other words. Also

note that the term "parents," which we looked for in all 750,000 descriptions, is just *one* term among the following 46 terms:

Term	Number of Articles or Documents
1. parent	13,043
2. parent-adolescent	47
3. parent-as-a-teacher	21
4. parent-aspiration	101
5. parent-associations	86
6. parent-attitudes	1,873
7. parent-background	181
8. parent-behavior	33
9. parent-child	382
10. parent-child-relationship	3,313
11. parent-conferences	23
12. parent counseling	136
13. parent-education	983
14. parent-expectations	20
15. parent-financial-contribution	145
16. parent-grievances	49
17. parent-infant	36
18. parent-influence	945
19. parent-kidnapping	11
20. parent-loans-for-undergraduate- student-program	13
21. parent-materials	205
22. parent-needs	10
23. parent-participant	2,559
24. parent-professional	42
25. parent-responsibility	310
26. parent-rights	171
27. parent-role	1,815
28. parent-school	71
29. parent-school-relationship	1,333
30. parent-student	436
31. parent-surveys	10
32. parent-teacher	182
33. parent-teacher-association	37
34. parent-teacher-conferences	185
35. parent-teacher-cooperation	64
36. parent-to-parent	10

Term	Number of Articles or Documents
37. parent-training	11
38. parent-workshop	64
39. parentage	11
40. parental	2,717
41. parental-leave	29
42. parenthood	870
43. parenthood-education	175
44. parenting	1,166
45. parenting-skills	374
46. parents	11,300

This list suggests how the topic of "parents" is subdivided in the ERIC database. *The same phenomenon is repeated for all the topics of education.* If you start combining terms (for example, "parenting-skills" and "adolescence") you can begin to focus on resources that address a very particular topic of concern to you. Again, the following sections can help you use the ERIC database in this way.

SECTION 6

A Description of the Basic Tools Used With the ERIC Database

There are three basic tools that will help you use the ERIC database:

- (1) a thesaurus,
- (2) two printed indexes, and
- (3) compact disks.

There are other helpful resources (for example, online searching services), but they will not be considered in much detail here.

The Thesaurus of ERIC Descriptors

The originators of the ERIC database knew it would grow, and they were concerned with how best to organize it. Their concern was well-founded, and so was their solution: the "controlled vocabulary," which is presented in the *Thesaurus of ERIC Descriptors*. The ERIC indexes are based on the vocabulary described in the *Thesaurus*. That vocabulary is the key to using the ERIC database effectively.

The *Thesaurus* resembles a dictionary, but it has three main sections. Each section displays **all the terms** of the controlled vocabulary in different ways, for different purposes.

The first section, "The Alphabetical Descriptor Display," contains detailed information about each descriptor: when it was first used, how often it has been used since then, how it relates to other descriptors, and, when necessary, what it means. All descriptors are listed in alphabetical order in the Alphabetical Display.

Here's a sample entry in the Alphabetical Display (consult the Glossary for a brief description of the abbreviations):

PARENT ATTITUDES	Jul. 1966	
CJE: 2,177	RIE: 2,796	GC: 510
SN:	Attitudes of, not toward, parents (note: prior to apr80, the use of this term was not restricted by a scope note)	
UF:	Parent Opinions Parent Reaction (1966 1980)	
NT:	Father Attitudes Mother Attitudes	

BT: Attitudes
 RT: Family Attitudes
 Parent Aspiration
 Parent Background
 Parent Counseling
 Parent Grievances
 Parents

The second section of the *Thesaurus* is the "Rotated Display of Descriptors," and it's the **most useful section for new users** of the ERIC database. The Rotated Display lets you determine how a particular common English word (not necessarily a descriptor) is used in the controlled vocabulary. This is important because, as you will see later, translating your topic into the language of the controlled vocabulary is the first step in searching the ERIC database for articles and documents that can answer your questions.

The Rotated Display works this way: there are three columns, and you focus your attention on the **middle column**, which presents an alphabetical list of all words that appear in descriptors. The words in the middle column may be modified (in the first column) by a preceding word or by a following word (in the third column). Here's an example of descriptors that contain the word "ability," with the three columns referred to above labelled "1," "2," and "3":

1	2	3
	ABILITY	
ACADEMIC	ABILITY	
COGNITIVE	ABILITY	
CREATIVE	ABILITY	
	ABILITY	GROUPING
	ABILITY	IDENTIFICATION

In using the Rotated Display, remember to scan the **middle column** for the term that interests you. When you find it, then scan the first and third columns together with the middle column. All words that appear in descriptors are listed using the same pattern in the Rotated Display.

The third main section of the *Thesaurus* is the "Two-Way Hierarchical Term Display." It shows how descriptors are related to one another by graphing the **relationship of a descriptor to its narrower and broader terms**. When you want to make sure that the descriptor you are using is sufficiently narrow or broad to represent your interest, use the Hierarchical Display.

In essence, then, the *Thesaurus* displays the structure of ERIC's controlled vocabulary. Its three main sections show how the almost

10,000 descriptors are related to one another. Since the descriptors organize the articles and documents, understanding how to use the *Thesaurus of ERIC Descriptors* is very important, if you intend to search the database yourself.

The Paper Indexes

The paper indexes organize the articles and documents in the ERIC database mostly by descriptors. ERIC journal articles (with their resumes) are indexed in the *Current Index to Journals in Education* (the *CIJE*). The *CIJE* is published in monthly volumes and in cumulative volumes that appear twice yearly.

ERIC documents (with their resumes) are indexed in the Resources in Education index. The *RIE*, too, is published monthly, but its cumulative volumes are published yearly.

In both indexes, there are two main sections: *resumes*, organized by accession numbers (ED numbers and EJ numbers), and *titles*, organized by descriptors.

When you use the paper indexes to find articles and documents, you are conducting a "manual search." Section 7 of the *Guide* describes how to conduct a manual search. With manual searches, you use an index to look under one descriptor at a time, which can be time-consuming. This is a good way to learn the ERIC database at first, but once you have done a number of manual searches, you may begin to wonder if there's not a better way. There is!

Compact Disks

Computer searches are faster and more powerful than manual searches. You have several options if you are interested in learning about computer searches, but this *Guide* concentrates on the newest form of ERIC computer searches—using compact disks—because it is the option that is becoming the most commonly available. This technology is beginning to appear in many libraries.

The advantage of computer searching is that it allows you to *combine descriptors in a variety of ways* as you search, a task that you would not even think of doing manually.

For example, imagine searching the resumes of all 750,000 articles and documents in the ERIC database. It would take months. With the compact disk ("CD-ROM," for "compact-disk, ready-only-memory") technology, such a search takes a few minutes at most, even if you are combining descriptors. Section 8 of this *Guide* describes how to conduct a CD-ROM search.

The tools for this newest form of computer searching are (1) an IBM-compatible microcomputer that operates a (2) compact disk

player using (3) relative software. Sounds complicated. Nonetheless, using it is not really too complicated, if you have a little experience with computers.

SECTION 7

Tutorial: Manual Searching

Using this section of the *Guide* requires you to set aside time to read it, time to visit a library, and time to scan articles and documents to locate those that seem most useful. It's the kind of work we expect careful students to do, and so, it's not easy. But it can be very rewarding.

Obviously, this is not a process that will appeal to all parents. Many parents will not have the time, the energy, or the academic skills to use the ERIC system in this way. This tutorial is really intended for those curious parents who are able to take the steps outlined below.

Starting With a Question

Every search starts with a question. For these simulated searches, our question is this: "Is skipping a grade harmful to elementary school children?" It's a rather controversial question, but there is an answer, and the answer is reflected in the ERIC database. The first step in our manual search will be to select and list descriptors under which to look in the paper indexes. Descriptors are terms *related* to the content of the subject being searched. When developing a list of descriptors, identify the major ideas in your question. For the question above, they would probably include "skipping a grade" and "elementary school children," because the question explicitly contains these terms. We need to consider related forms of these terms, and we also need to think of ideas that are only *implied*.

As an example, let's make a list in these two categories (related forms and implied ideas):

Related Forms

- grade-skipping
- elementary programs
- skipping grades

Implied Ideas

- effects
- achievement
- social-emotional development

- program results
- accelerated learning
- gifted children

That's more than enough. If you have trouble coming up with descriptors and need help, call any ERIC clearinghouse and they will be glad to help you. An earlier section of this *Guide* lists the 16 ERIC clearinghouses and describes the area of education covered by each.

Once you develop such a list, you're ready to use the *Thesaurus of ERIC Descriptors*. Recall that the *Thesaurus* has three sections: the Alphabetical Display, the Rotated Display, and the Hierarchical Display.

The section you'll turn to first is the Rotated Display. It's the three-column display based on words that appear in descriptors. Great, but where do you start? Start simple: take a look at the descriptors that have the word "grade" in them. Maybe "grade-skipping" will be there; if not, maybe there will be something close.

We find (p. 367 in the 1990 edition of the *Thesaurus*) that there are 39 descriptors that contain the word "grade" or "grades." "Grade-skipping," however, is not among them.

But are there other terms that might be useful in our search? "Age-grade-placement" looks promising. That's nice, but how promising is it? To find out, turn to the Alphabetical Display. There, you can find out how many times the descriptor has been used in the *RIE* and *CIE*, and you can check out the related terms, and, possibly, you can read a scope note.

The relevant entry is on page 8 (*Thesaurus*, 1990 ed.). Altogether there are 149 entries in the database (*CIE* and *RIE*). And the scope note is helpful, since it includes the following phrase: "... the relationship between age and grade level." The related terms are possibly even more helpful. They include "acceleration- (education)," "school-entrance-age," "school-readiness," "student-placement," and "student-promotion."

At this point, you might want to give up on your original list, and check out these related terms in the alphabetical display. If you do, you'll find the following information:

Descriptor	Entries in Database	Scope Note
acceleration (ed.)	204	The process of progressing through an educational program at a rate faster than that of the average student.
school-entrance-age	125	Age of students when they enroll in school.
school-readiness	292	Cognitive, physical, and psychosocial maturity prerequisite to learning in a school setting.
student-placement	3,244	Assignment of students to schools or academic classes and programs according to their background, readiness, abilities, and goals.
student-promotion	275	Process by which student is passed to the next higher instruction or grade level.

All of this information is helpful, and we have not even looked at all the terms listed as being related to these descriptors.

To keep it brief, new related terms that appeared under these descriptors are as follows:

- academically-gifted,
- advanced-courses,
- advanced-placement,
- advanced-students,
- early-admission, and
- flexible-pacing.

We've done a lot of preparation now, so at this point we might decide what the most promising terms would be for our search.

Let's recall that what we're seeking is information about the

effects of grade-skipping on elementary students. In this light, “academically gifted,” “acceleration,” “advanced-placement,” and “age-grade-placement” look like our best bets for a manual search.

The next step is to decide whether to search both the *CIE* and the *RIE*, or just one of them. Ideally, you would want to review documents from both. However, the need to save time may lead you to work with only one of the two paper indexes. In making this decision, you have to balance two considerations.

Quality is the first consideration. Most journal articles are subject to “peer review” prior to publication, and they have a consistency of length and format that *RIE* documents do not. *RIE* documents represent a variety of work—very lengthy research reports, official publications of organizations, instructional materials developed by individuals or associations, and descriptions of programs.

Availability is the second consideration. Many journal articles will not be available locally, but must be ordered on interlibrary loan, from the journal itself, or from UMI. Copies are more expensive than *RIE* documents. Documents in the *RIE*, on the other hand, are almost always available in libraries with microfiche collections. You can get copies of most ERIC documents (as opposed to articles) quickly.

As you can see, deciding this question depends on the nature of your situation. If, in your manual search, you choose to search both the *CIE* and the *RIE*, it will take twice as long as searching just one (because you will be consulting two paper indexes, instead of just one). It is definitely a question of balancing pros and cons.

Another question involved in a search is: How far back in time do you want to search? Recall that going back to the beginning (1966) will require searching through scores of volumes. Typically, an efficient practice is to start with the most recent issues of the *CIE* and the *RIE*, and continue searching until you think you have answered your question. Again, this is a matter of judgment.

We’ve identified four descriptors to search and, for the sake of argument, let’s say we are going to search the *RIE* only, back to 1983. If we find enough documents to satisfy our curiosity given that “search strategy,” then we’ll stop. If not, we’ll reexamine our strategy, perhaps changing descriptors, examining the *RIE*, or extending our search time line to earlier years.

Now, we’re ready to turn to the latest annual volume of the *RIE*. (If we wanted to be very current, we would also check the latest monthly editions of the *RIE* that have been published since the last annual volume.)

The procedure will be to check entries under first one descriptor, then the other in the *RIE Annual Cumulation Index*. We’ll scan the titles of all entries. When we see an interesting title, we’ll check the

resume in the *Annual Cumulation Abstracts, Parts One and Two*, where the resumes are given in full. If we like what we find, we'll write down the title and the accession number. That will allow us to retrieve the microfiche when we decide that our search is complete.

For example, under "academically-gifted" in the 1987 *RIE Annual Cumulation Index*, there are 18 entries. At least three documents look like they might be interesting:

ED 280 222, "The Acceleration into College and Emotional Adjustment of the Academically Gifted Adolescent: A Synthesis and Critique of Recent Literature";

ED 277 206, "Some Characteristics of SMPY's '700-800' on SAT-M Before Age 13 Group"; and

ED 277 205, "The Urgent Need for an Academic Focus."

A review of the resumes indicates that, although none of the documents focuses exclusively on elementary students, two of them (ED 280 222 and ED 277 206) explicitly discuss students who complete elementary school early. We would record at least these two titles and ED numbers so we could retrieve the microfiche and make paper copies to read at home.

To complete the manual search, you would repeat this procedure with each descriptor in each annual volume of the *RIE* until you felt you had answered your question. Going back to January 1983 with four descriptors and just the *RIE* annual volumes, you'd go through the routine of scanning, reading abstracts, and recording titles and ED numbers 32 times. How long would that take? Several hours at least. In the end, however, you might have the titles of 25 documents that would help answer your question.

You could write to EDRS for paper copies, or you could make them yourself in the library, using a microfiche reader-printer. It would probably take another hour or two to print out your paper copies of 25 documents, depending on their length.

SECTION 8

A Brief Introduction to Computer Searching With CD-ROM

A complete course on computer searching with CD-ROM is beyond the scope of this *Guide*. However, here is a list of the prerequisite skills you'll need to get started:

1. minimal typing skills (knowing the keyboard is very helpful)
2. basic computer literacy (for example, ability to identify computer equipment; basic knowledge of computer jargon and software types)
3. some experience operating microcomputers (for example, using on-screen menus, directing output to a printer or to a disk drive)
4. the ability to consult hardware and software manuals to answer questions about software use
5. the ability to think about search results and search strategies in terms of sets defined by logical operators (the terms "and," "or," "not" play a special role in computer searching)

If you have these skills, you will find it very easy to move from manual searches to computer searches.

With our CD-ROM search we will start with the same question, and we will use a similar list of relevant common English terms and descriptors. CD-ROM, however, can allow you to do many things that you cannot possibly do in a reasonable amount of time with paper indexes. It's both more powerful and more flexible than searching with the paper tools.

So, before we walk through a simulated search, let's take a look at some of the differences between CD-ROM and manual searching. For our example, we will describe the SilverPlatter CD-ROM system. The general features of the other systems that you may encounter are similar.

Like the *Thesaurus of ERIC Descriptors*, CD-ROM, too, has a list of terms under which it is possible to search. This list, however, is much longer than the list of 10,000 descriptors. Basically, the CD-

ROM index includes every meaningful word used in all the resumes in the ERIC database. You can look for articles and documents under any meaningful word. The advantage of using descriptors, however, is that *descriptors* have been used more consistently than common English words. Also, because descriptors are *indexing* terms, they relate more meaningfully to the article or document than do common English words.

The *RIE* and the *CIJE* are based on annual and semiannual volumes. If you are doing a manual search, that format causes you to have to repeat your search for every year (in the case of the *RIE*) and for every six-month period (in the case of the *CIJE*). Compact disks, however, contain the entire database, at present, on two or three disks.

Hence, to cover the complete database (back to 1966), you need to repeat your search routines a maximum of three times. If you restricted your search to the years 1982-present, you would not need to repeat your search routine at all!

In our manual search, we chose what seemed to us like the four best descriptors, and then we searched each of them in each annual edition of the *RIE* back to 1983. Working this way, we had to "keep our eyes open" for articles and documents that seemed to deal with the effects of advanced placements (or grade-skipping, or acceleration, etc.) on elementary students.

In CD-ROM searching it is possible to *combine* two, three, or more terms in doing a search. Terms are connected with the combining words "and," "or," and "not." The technical term for these combining words is "logical operators." Here's how they work:

1. When you search under a particular term, for example, "advanced placement," you identify a *set* of resumes. If you search under another term, for example, "elementary-school-students," you identify another *set* of resumes.
2. If the terms are related, the sets will overlap to some degree. That is, each set may contain some resumes that appear in the other set.
3. With CD-ROM, you can use that relationship to help you search the database. To use the same strategy with a manual search would take weeks. With CD-ROM it takes seconds.
4. CD-ROM searching clarifies the relationship of the sets for you, with the *logical operators* "and," "or," and "not."

The following is a brief review of the three logical operators. Let's take "and" first. Suppose one set of ERIC resumes relates to acceleration-education, and another set relates to elementary-education. If you ask the computer to search the CD-ROM for "acceleration-education" and "elementary-education," your search will yield *just those resumes that belong to both sets*.

Here's a picture of the situation in this case:

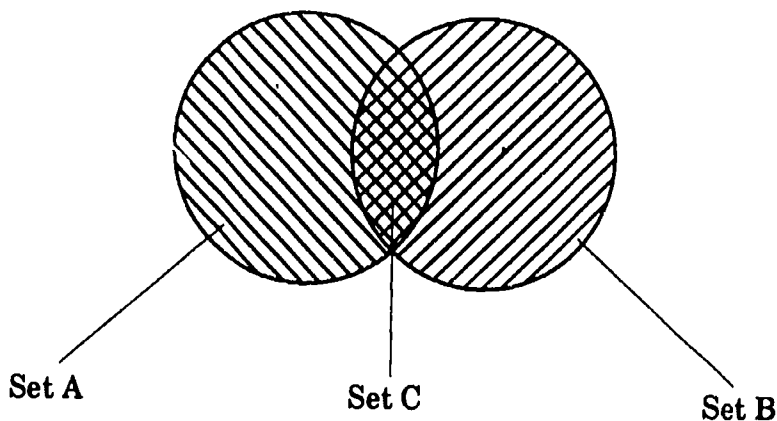


Figure 1

Elementary-education and Acceleration-education

Set A = elementary-education	16,621 resumes
Set B = acceleration-education	221 resumes
Set C = elementary-education and acceleration-education	27 resumes

(January 1982-June 1991)

Keep in mind that these two sets happen to overlap; but two sets don't *necessarily* have to overlap. When they don't, you need to adjust your search strategy, using different descriptors or other techniques. Many times in running a CD-ROM search, you will find that there is no overlap. Adjust your terms when this happens. CD-ROM searching is more flexible than manual searching, but it requires that you be more flexible, too!

For example, if you combined the descriptors "advanced-

placement" *and* "elementary-school-students," there would be no overlap. Figure 2 shows this case.

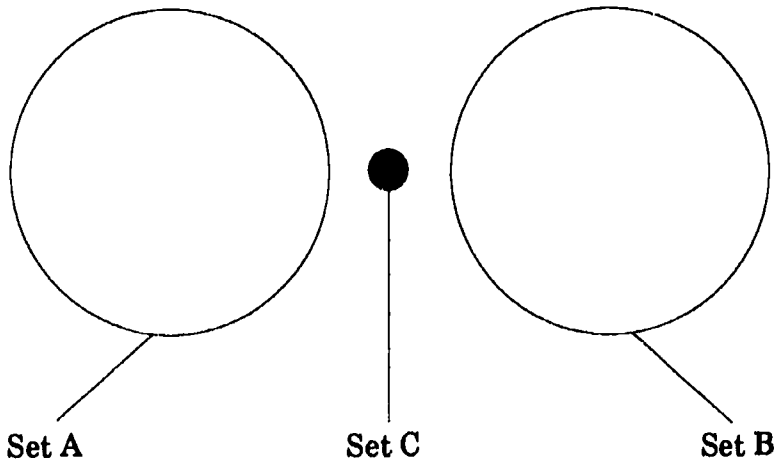


Figure 2

Advanced-placement *and* Elementary-school-students

Set A = advanced-placement	97 resumes
Set B = elementary-school-students	2,970 resumes
Set C = advanced-placement <i>and</i> elementary-school-students	0 resumes (it doesn't exist)

(January 1982-June 1991)

This situation is known as a "null result" or a "null set". It means that, although you've defined a set, it doesn't have any articles or documents in it.

Now let's look at the "or" logical operator. Again, our example is based on the two sets considered in Figure 1 (elementary-education, acceleration-education). If you ask the computer to search the CD-ROM for "elementary-education" *or* "acceleration-education," your search will yield just those resumes related to one or the other descriptor. Figure 3 shows how this works.

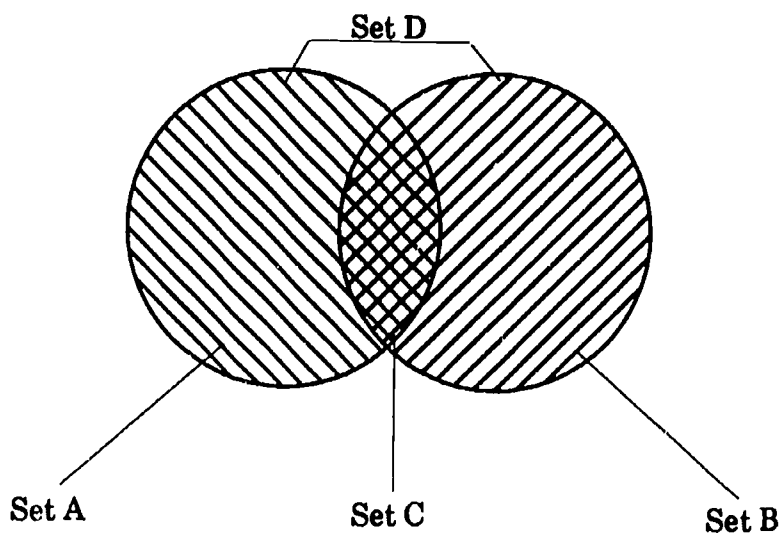


Figure 3

Elementary-education or Acceleration-education

Set A = elementary-education	16,621 resumes
Set B = acceleration- education	221 resumes
Set C = 27 resumes that appear in both Sets A and B	
Set D = elementary-education or acceleration-education	(16,621 + 221 - 27) resumes 12,055 resumes

(January 1982-June 1991)

Now let's consider the "not" logical operator. We'll use the same descriptors, but this time the picture is rather different. The command to search for "acceleration-education" *not* "elementary-education" tells the computer to find all the advanced placement articles, but *not* to report any that contain the phrase "elementary- education." That is, in this case the logical operator defines one set (elementary-education) as a *subset* of a larger set (advanced-placement). Here's the picture:

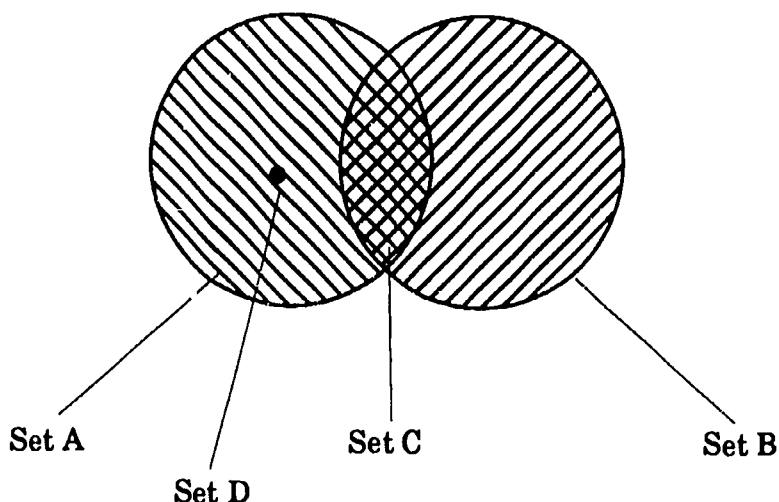


Figure 4

Acceleration-education *not* Elementary-education

Set A = acceleration-education	221 resumes
Set B = elementary-education	16,621 resumes
Set C = 27 resumes that appear in <i>both</i> Set A and Set B	221 - 27 resumes
Set D = acceleration-education <i>not</i> elementary-education	194 resumes

(January 1982-June 1991)

If we reversed the search command to read "elementary-education" *not* "acceleration-education," we'd get this picture:

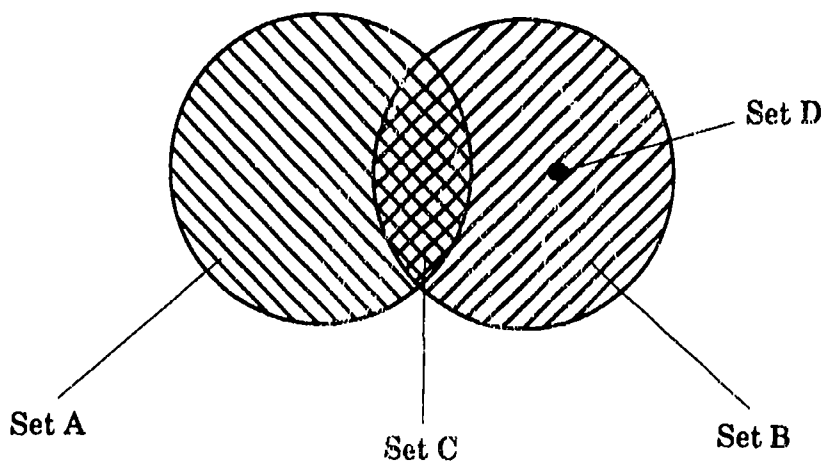


Figure 5

Elementary-education *not* Acceleration-education

Set A = acceleration-education	221 resumes
Set B = elementary-education	16,621 resumes
Set C = 27 resumes that appear in <i>both</i> Set A and Set B	
Set D = elementary-education <i>not</i> acceleration-education	16,621 - 27 resumes 16,594 resumes

(January 1982-June 1991)

Using logical operators, you can retrieve very specific results over a wide range of topics very quickly. That's the flexibility and power of coordinated searching. Are you beginning to see how coordinated searching works? If you focus on the way those sets are defined, and keep the above diagrams in mind, it will help.

To get the feel for how well this works in practice, you need to visit a library that makes CD-ROM searching available to its clients. Remember that it takes a little while to discover all the ins and outs of computer searching. Take this *Guide* along to consult as needed. And don't be afraid to ask the librarian for a demonstration. That's what librarians are there for!

SECTION 9

Directory of Complete ERIC Collections

The institutions listed below have substantial and current ERIC microfiche collections and ERIC tools for searching the database. The ERIC Collections are listed in the *Directory of ERIC Information Service Providers** as being available to local residents, state residents, or the general public (with no mention of fees or restrictions).

Consult the list for the institution located nearest you.

ALABAMA

Alabama A & M University
Auburn University
Auburn University at Montgomery
Jacksonville State University
Troy State University
University of Alabama
(Tuscaloosa)
University of Alabama at
Birmingham
University of South Alabama
University of North Alabama
University of Montevallo

ALASKA

Alaska State Library
University of Alaska - Anchorage
University of Alaska - Fairbanks
University of Alaska - Juneau

ARIZONA

Arizona State University
Northern Arizona University
University of Arizona

ARKANSAS

Arkansas State University
Henderson State University

Ouachita Baptist University
Southern Arkansas University
University of Arkansas
University of Arkansas at Little
Rock
University of Arkansas at Pine
Bluff
University of Central Arkansas

CALIFORNIA

California Lutheran College
California Polytechnic State
University - San Luis Obispo
California State Library
California State Polytechnic
University at Pomona
California State University at
Sacramento
California State University at Los
Angeles
California State University - Chico
California State University -
Dominguez Hills
California State University -
Fullerton
California State University - Long
Beach

* This directory is available from ACCESS ERIC by calling 1-800-USE-ERIC. It contains complete information about ERIC collections and services available at each institution.

California State University -
Northridge
California State University - San
Bernardino
California State University -
Stanislaus
Chatman College Library
Claremont Colleges
Contra Costa County Office of
Education
ERIC Clearinghouse for Junior
Colleges (ERIC/JC)
Far West Laboratory for Educa-
tional Research and Develop-
ment
Humbolt State University
Loma Linda University
Los Angeles County Office of
Education
Pepperdine University - Culver
City
Pepperdine University - Malibu
San Diego State University
San Jose State University
Sonoma State University
St. Mary's College of California
University of California at Santa
Barbara
University of California - Berkeley
University of California - Davis
University of California - Irvine
University of California - Los
Angeles
University of California - San
Diego
University of the Pacific

COLORADO

Auraria Library
Colorado State University
Jefferson County Public Schools
John U. Tomlinson Library
University of Colorado - Boulder
University of Colorado (CBRS)
University of Denver
University of Northern Colorado
Western State College of
Colorado

CONNECTICUT

Eastern Connecticut State
University
Southern Connecticut State
University
University of Bridgeport
University of Connecticut
University of Hartford
Western Connecticut State
University

DELAWARE

Delaware State College
University of Delaware

DISTRICT OF COLUMBIA

Adjunct ERIC Clearinghouse on
Literacy Education (ERIC/LE)
American University
Catholic University of America
District of Columbia Public
Schools
ERIC Clearinghouse on Higher
Education (ERIC/HE)
ERIC Clearinghouse on Lan-
guages and Linguistics (ERIC/
FL)
ERIC Clearinghouse on Teacher
Education (ERIC/SP)
ERIC Clearinghouse on Tests,
Measurement, and Evaluation
(ERIC/TM)
Library of Congress (CB)
U.S. Department of Education
University of the District of
Columbia-Harvard Street
Campus

FLORIDA

Bethune-Cookman College
Broward County Main Library
Broward County School Board
Edward Waters College
Florida Atlantic University
Florida International University
Florida Southern College
Florida State University
Indian River Community College

Marion County Schools
Palm Beach County School Board
University of Central Florida
University of Florida
University of North Florida
University of South Florida
University of South Florida at St.
Petersburg
University of West Florida

GEORGIA

Albany State College
Armstrong State College
Atlanta University Center
Augusta College
Columbus College
Georgia College
Georgia Department of Education
Georgia Southern College
Georgia Southwestern College
Kennesaw College Library
Mercer University
North Georgia College
University of Georgia
West Georgia College

HAWAII

Brigham Young University

IDAHO

Lewis-Clark State College

ILLINOIS

Arlington Heights Memorial Library
Chicago Public Library
Chicago State University
College of Lake County
Concordia College
Eastern Illinois University
ERIC Clearinghouse on
Elementary and Early Child-
hood Education (ERIC/PS)
Illinois State University
National College of Education -
Chicago
National College of Education -
Evanston
Northern Illinois University

Northwestern University
Ronald Williams Library
Sangamon State University
Southern Illinois University -
Carbondale
University of Illinois at Urbana-
Champaign
Western Illinois University

INDIANA

Ball State University
ERIC Clearinghouse for Social
Studies/Social Science
Education (ERIC/SO)
Indiana State Library
Indiana State University
Indiana University (LIBEDUC)
Purdue University
Purdue University Calumet
Saint Francis College

IOWA

American College Testing
Program
Drake University
Iowa State University
University of Northern Iowa
University of Iowa

KANSAS

Emporia State University
Fort Hays State University
Johnson County Community
College
Kansas State University
Pittsburg State University
University of Kansas
Washburn University of Topeka
Wichita State University

KENTUCKY

Cumberland College
Eastern Kentucky University
Lindsey Wilson College
Morehead State University
Murray State University
Northern Kentucky University
University of Louisville

University of Kentucky
Western Kentucky University

LOUISIANA

Centenary College of Louisiana
Grambling State University
Louisiana Department of
Education
Louisiana State University
Louisiana State University in
Shreveport
Louisiana Tech University
Nicholls State University
Northeast Louisiana University
(SOLAR)
Southeastern Louisiana University
University of New Orleans
University of Southwestern
Louisiana

MAINE

Information Exchange
Maine State Library
University of Maine
University of Maine at Presque
Isle
University of Southern Maine -
Gorham
University of Southern Maine -
Portland

MARYLAND

Anne Arundel County Public
Schools
Coppin State College
ERIC Processing and Reference
Facility (ERIC/FACILTY)
Loyola-Notre Dame Library
Salisbury State University
University of Maryland - Baltimore
County
University of Maryland - College
Park
University of Maryland - Eastern
Shore
Western Maryland College

MASSACHUSETTS

Boston College
Boston Public Library
Boston University
Bridgewater State College
Fitchburg State College
Framingham State College
Harvard University
Lesley College
Salem State College
Southeastern Massachusetts
University
Tufts University
University of Massachusetts -
Amherst
University of Massachusetts -
Boston
University of Lowell
Westfield State College

MICHIGAN

Andrews University
Central Michigan University
Eastern Michigan University
ERIC Clearinghouse on
Counseling and Personnel
Services (ERIC/CG)
Ferris State University
Library of Michigan
Michigan State University
Mott Community College
Oakland Schools
Oakland University
Saginaw Valley State University
University of Michigan - Dearborn
University of Michigan - Flint
Wayne State University

MINNESOTA

Bemidji State University
International Research and
Evaluation
Mankato State University
Minnesota State Department of
Education
Moorhead State University
Saint Cloud State University
University of Minnesota
Winona State University

MISSISSIPPI

Meridian Community College
Mississippi State University
Mississippi State University -
Meridian Campus
Mississippi University for Women
University of Mississippi

MISSOURI

Avila College
Central Missouri State University
Missouri Southern State College
Northeast Missouri State
University
Northwest Missouri State
University
Southeast Missouri State
University
Southwest Baptist University
St. Louis University
University of Missouri - Columbia
University of Missouri - Kansas
City
University of Missouri - St. Louis
Washington University

MONTANA

Eastern Montana College
Montana State University
Office of Public Instruction
Vande Bogari Library

NEBRASKA

Chadron State College
Creighton University
Kearney State College
University of Nebraska at Omaha
University of Nebraska at Lincoln
University of Nebraska Medical
Center
Wayne State College

NEVADA

University of Nevada - Las Vegas
University of Nevada - Reno

NEW HAMPSHIRE

Dartmouth College

Keene State College
Nashua Public Library
Plymouth State College
University of New Hampshire

NEW JERSEY

Educational Information and
Resource Center
Glassboro State College
Jersey City State College
Learning Resource Center - North
Monmouth County Library
Montclair State College
Northeast Curriculum Coordinator
Center
Rider College
Rutgers University
Trenton State College
William Paterson College of New
Jersey

NEW MEXICO

Eastern New Mexico University
New Mexico Highlands University
New Mexico State Library
New Mexico State University
University of New Mexico
Western New Mexico University

NEW YORK

Adelphi University
Brooklyn Public Library
City University of New York
(CUNY)
Columbia University
Cornell University
Dowling College
ERIC Clearinghouse on
Information Resources
(ERIC/IR)
ERIC Clearinghouse on Urban
Education (ERIC/UD)
Hofstra University
Long Island University
Mercy College
Nazareth College of Rochester
New York Public Library

Putnam/North Westchester
Counties BOCES
Queens College
Rochester Institute of Technology
Schuylers, Chemung, and Tioga
Counties Board of Cooperative
Educational Services (BOCES)
St. Bonaventure University
St. John's University
State University College at Buffalo
State University of New York at
Binghamton
State University of New York at
Stony Brook
State University of New York at
Buffalo
State University of New York
College at Albany
State University of New York
College at Fredonia
State University of New York
(SUNY) - Old Westbury
State University of New York
(SUNY) - Oneonta
State University of New York
(SUNY) - Oswego
State University of New York
(SUNY) - Plattsburgh
State University of New York
(SUNY) - Potsdam
State University of New York
(SUNY/STL)
State University of New York -
College at Cortland (SUNY)
Syracuse University

NORTH CAROLINA

Appalachian State University
Campbell University
East Carolina University
Elon College Library
Fayetteville State University
Gardner-Webb College
Lenoir-Rhyne College
North Carolina Agricultural and
Technical State University
Pembroke State University
University of North Carolina at
Asheville

University of North Carolina at
Chapel Hill
University of North Carolina at
Greensboro
University of North Carolina at
Wilmington
Western Carolina University

NORTH DAKOTA

Minot State University Library

OHIO

Ashland University
Baldwin-Wallace College
Bowling Green State University
Capital University Library
Central State University
Cleveland State University
ERIC Clearinghouse for Adult,
Career, and Vocational
Education (ERIC/CE)
ERIC Clearinghouse for Science,
Mathematics, and Environ-
mental Education (ERIC/SE)
Kent State University
Ohio University
Public Library of Cincinnati and
Hamilton County
Southern State Community
College
State Library of Ohio
Toledo-Lucas County Public
Library
Town State University
University of Akron
University of Dayton
University of Toledo
Wright State University
Xavier University

OKLAHOMA

Cameron University
Central State University
East Central University
Northwestern Oklahoma State
University
Oklahoma Baptist University
Oklahoma State University

Southeastern Oklahoma State
University
Southern Nazarene University
University of Oklahoma

OREGON

ERIC Clearinghouse on
Educational Management
(ERIC/EA)
Northwest Regional Educational
Laboratory
Oregon Department of Education
Resource Dissemination
Center
Oregon State University
Portland State University
Southern Oregon State College
University of Oregon
Western Oregon State College

PENNSYLVANIA

Beaver College
California University of
Pennsylvania
Cheyney University of
Pennsylvania
Drexel University
Edinboro University of
Pennsylvania
Indiana University of Pennsylvania
King's College
Kutztown University
Pennsylvania Department of
Education
Pennsylvania State University -
Middletown
Pennsylvania State University -
University Park
Research for Better Schools, Inc.
Saint Joseph's University
School District of Philadelphia
Slippery Rock University
Temple University
University of Pittsburgh
Wes. Chester University
Wilkes College

RHODE ISLAND

Rhode Island College
University of Rhode Island

SOUTH CAROLINA

Charleston County School District
Clemson University
Darlington County School District
Francis Marion College
South Carolina State Library
University of South Carolina at
Spartanburg
Winthrop College

TENNESSEE

Austin Peay State University
Carson-Newman College Library
East Tennessee State University
Memphis State University
Middle Tennessee State
University
Tennessee Technological
University
University of Tennessee at
Chattanooga
University of Tennessee at
Knoxville
University of Tennessee at Martin

TEXAS

Abilene Christian University
Angelo State University
Baylor University
Dallas Baptist University
East Texas State University at
Commerce
East Texas State University at
Garland
East Texas State University at
Texarkana
Ector County Independent School
District
Houston Public Library
Lamar University
Laredo State University
Midwestern State University
North Texas State University

Prairie View Agricultural and
 Mechanical University
 Sam Houston State University
 Southwest Texas State University
 Stephen F. Austin State University
 Sul Ross State University
 Tarleton State University
 Texas Tech University
 Texas A & I University
 Texas A & M University - College
 Station
 Texas State Technical Institute
 Texas Womans University
 University of Houston - Clear Lake
 University of Houston - Houston
 University of Houston - Victoria
 College
 University of Texas at Austin
 University of Texas at Dallas
 University of Texas at El Paso
 University of Texas at San
 Antonio
 University of Texas at Tyler
 University of Texas of the Permian
 Basin
 University of Texas Pan American

UTAH

Brigham Young University
Southern Utah State College
University of Utah
Utah State University
Weber State College

VERMONT

Castleton State College

VIRGINIA

**Alexandria City Public Schools
College of William and Mary
ERIC Clearinghouse on
Handicapped and Gifted
Children (ERIC/EC)
George Mason University
James Madison University
Longwood College
Old Dominion University
Radford University**

University of Virginia
Virginia Polytechnic Institute and
State University - Blacksburg
Virginia Polytechnic Institute and
State University - Falls Church
Virginia State University

WASHINGTON

Central Washington University
Eastern Washington University
University of Washington
Western Washington University

WEST VIRGINIA

**ERIC Clearinghouse on Rural
Education and Small Schools
(ERIC/RC)**
Glenville State College
Salem-Teikyo University
**West Virginia College of Graduate
Studies**
West Virginia University

WISCONSIN

University of Wisconsin - Eau Claire
University of Wisconsin - Madison
Instructional Materials Center
University of Wisconsin - Stout
Alverno College
Cardinal Stritch College
University of Wisconsin - River Falls
University of Wisconsin - Stevens Point
University of Wisconsin - Superior

WYOMING

University of Wyoming

U.S. TERRITORIES

University of Guam
University of Del Turabo - Puerto Rico
University of Puerto Rico, Library System
University of the Sacred Heart - Puerto Rico
University of the Virgin Islands

SECTION 10

Anatomy of an ERIC Resume

We've noted in the previous sections that the database is a collection of *descriptions* of articles and documents about education, and provided *abbreviated* descriptions of 55 articles and documents. Now let's take a look at a *complete* description, or "resume," of an ERIC document.

Resumes, Cataloging, and Indexing

In a previous section we presented resumes that had been shortened to make them a bit more "user friendly." Now let's take a look at a complete original resume, to help you get a better view of the structure of the ERIC database. Just scan the resume briefly:

AN: ED254324
CHN: PS014941
TI: Calendar of Reading, Writing, and Mathematics
Skills, Grades K-3, 1984-85. A Guide for Parents.
CS: Michigan State Board of Education, Lansing.
Michigan Educational Assessment Program.
PY: 1984
NT: 44 p.
PR: EDRS Price MF01/PC02 Plus Postage
DT: Guides - Non-classroom (055)
CP: U.S.; Michigan
TA: Parents
LA: English
GL: State
PG: 44
DE: Grade-1; Grade-2; Home-Programs; Mathematics-
Skills; Primary-Education; Reading-Skills; Study-
Skills; Writing-Skills; *Basic-Skills; *Elementary-
School-Students; *Home-Study; *Kindergarten-
Children; *Learning-Activities; *Parent-Participation
ID: Calendars-; Season- *Parent-as-a-Teacher
IS: RIEJUL85
AB: Following an introductory page providing guide-
lines for use, this calendar describes a daily learning

activity for children and parents to engage in together for about 10 minutes. Parents are urged to follow the daily activities as a means of supporting their children and their children's teachers. It is suggested that a parent's work with his or her child should (1) give additional practice on skills taught at school; (2) show that education is important to the parents; and (3) provide assurance to the parent that the child is performing at least at the minimum expected level for the grade range. While a few of the activities suggested for each month are seasonal, most tasks are not. Activities involve a range of skills: mathematics facts, measuring, reading, writing, listening and following directions, and oral language. The final pages of the calendar give parents additional suggestions about television alternatives, math activities, reading aloud to children, children's books and magazines, making books of children's work, and studying science and social studies textbooks. (CB)

LV: 1
CH: PS
FI: ED
DTN: 055

This particular resume contains 21 *fields*. Fields are places reserved for particular types of information. The fields from "AN" through "PG" and "LV" through "DV" are the *cataloging fields*. They present the kind of information you might, in fact, expect to find in a commercial catalog. These fields give you ample information to order the document described in the resume from the supplier, though such information can also be useful in searching the database.

After the cataloging fields, there are two fields, one labelled "DE" (for "descriptors") and the other labelled "ID" (for "identifiers"). These are the *indexing fields*. They contain terms used to index the document. What does that mean? Think of books with indexes for an example. A book has an index so that you can find information quickly, without having to scan every page. The ERIC database is essentially a book with 750,000 pages. Obviously, it needs an index.

The terms in the indexing fields, however, require your special attention. The *descriptors* (in the "DE" field) are terms that the entire ERIC system has agreed to use after careful consideration. New descriptors are added routinely. The new descriptors come from the optional *identifier* field, but not all resumes contain identifiers. Descriptors and identifiers are typically one to three words in length.

For examples, see the list of terms relevant to the topic of "parents" in the section of this *Guide* titled "The Range of Information About Parents in the ERIC Database." Most of them are descriptors or identifiers.

Descriptors and identifiers are part of the ERIC system's *controlled vocabulary*. The controlled vocabulary contains about 10,000 descriptors and 40,000 identifiers at present. The descriptors appear in the *Thesaurus of ERIC Descriptors*, one of the most important tools for using the ERIC database. Identifiers, by the way, are experimental descriptors; if a particular identifier is used frequently, it can be proposed by clearinghouse staff as a descriptor, in which case the *Thesaurus* will carefully describe it in relation to the other descriptors in the *Thesaurus*. See the section of this *Guide* titled "A Description of the Basic Tools Used in the ERIC Database" for a detailed discussion of the *Thesaurus*.

Resumes and Computer Searching

There is one other important structural feature of the database that merits attention. The entire database was, from the beginning (as early as 1964), designed to be *computer-searchable*. A great deal has happened to computers since 1964, of course, and you might expect that the ERIC system has made many improvements in computer searching during that time. It has. In fact, the vision of the early 1960s is just now coming into its own, with the application of microcomputers, compact disks, and new searching software.

SECTION 11

A Brief Sketch of the ERIC System

The major work of the ERIC system is *building the ERIC database*. That statement sounds vague, but it means something quite definite. Recall that the database consists of descriptions of over 750,000 articles and documents about education produced since 1966 and microfiche reproductions of most of the documents. In other words, the ERIC system collects and describes, on average, about 35,000 articles and documents each year. Then it organizes them and makes them available to the public. That's a lot of reading, writing, editing, and printing.

But database building is just the beginning. The database and the descriptions of ERIC journal articles and ERIC documents are put together for one main purpose—to make them available to users. *Serving users*, then, is another main focus of the ERIC system. These services include document reproduction, electronic searches of the database, answering written and telephoned requests, and presenting workshops for various groups of users.

Finally, as the database grows in size, the ERIC system is *publishing summaries and syntheses* to help educators and citizens overview significant new literature in the database. The various specialized units of the system develop a variety of publications that pull together information about new topics or about topics of persistent interest. Sales of these publications are another service provided to users. Most of these publications are also available as paper-copy blowbacks from EDRS.

Units in the ERIC System

The ERIC system does not do all its work in a single location; it is a decentralized system. The major units in the system, their specialized function, and their locations are indicated below:

1. Sixteen clearinghouses build the database by gathering and describing articles and documents in 16 specialized fields. Clearinghouses serve database users, publish summaries and syntheses, and build the database. They are located in different cities around the nation, and they are hosted by a variety of organizations. (See the "Directory of

ERIC Clearinghouses," in this *Guide*, for a complete list of clearinghouse addresses, telephone numbers, and areas of concern.)

2. Central ERIC is the central administrative unit of the ERIC system. It is located at the U.S. Department of Education in Washington, D.C., and coordinates the work of all ERIC units.
3. ACCESS ERIC provides information about the ERIC system to all who inquire. It publishes the *ERIC Review*, a quarterly bulletin. You can reach ACCESS ERIC by calling the toll-free telephone number, 1-800-USE-ERIC.
4. The ERIC Document Reproduction Service (EDRS) produces microfiche and paper copies of ERIC documents, so its main function is user services. It is located in Springfield, Virginia.
5. The ERIC Processing and Reference Facility coordinates production of the indexes that make the ERIC database so useful; therefore, its main function is building the database. It is located in Rockville, Maryland.
6. Oryx Press edits and publishes the index of journal articles and the *Thesaurus of ERIC Descriptors*. Its main function, therefore, is database building. It is located in Phoenix, Arizona.

The ERIC system, working through its 16 clearinghouses and four supporting units, has developed one of the most accessible and lowest-cost databases in the world.

GLOSSARY

AB \ “Abstract.” An abstract is a brief description of an article or document. For ERIC Documents (ED accession numbers), abstracts can be up to 250 words in length. For ERIC journal articles (EJ accession numbers), abstracts can be up to 50 words in length. It is a field in ERIC resumes.

**Alphabetical Display ** The “Alphabetical Display of Descriptors” is the first section in the *Thesaurus of ERIC Descriptors*. The Alphabetical Display is the most complete display of the usage of ERIC descriptors.

AN \ “Accession Number.” The accession number is the six-digit ED number assigned to ERIC documents or the six-digit EJ number assigned to ERIC journal articles. It is a field in ERIC resumes.

**article ** ERIC articles come from over 780 journals that publish studies, essays, and features about education. Each journal is assigned to one of the 16 clearinghouses. Some journals are covered “comprehensively,” which means all articles are described by ERIC. Many journals, however, are covered “selectively,” which means only articles selected by the clearinghouse staff are described.

**blowbacks ** Refers to paper copies enlarged from microfilm or microfiche copies of the original document.

BT \ “Broader Term.” This abbreviation appears in the Alphabetical Display of Descriptors in the *Thesaurus of ERIC Descriptors*. It tells you that the given descriptor is more focused than the cited broader term.

CD-ROM \ “Compact-Disk, Read-Only-Memory.” You are probably familiar with audio CDs. They can contain at least an hour of digitized music. When used to store digitized text, CDs can hold 200,000 typed pages.

CIJE \ “Current Index to Journals in Education.” The CIJE is the paper index for journal articles described by ERIC. Issued in

monthly volumes and in semiannual cumulative volumes. Used in manual searches of the ERIC database.

clearinghouse \ The core work of the ERIC system is divided among 16 clearinghouses, each operating within a carefully defined specialty. Subject area experts scan the relevant literature in each clearinghouse, describe the best for the ERIC database, develop new publications in their scope areas, and provide services to clients who call, write, or visit.

database \ This is computer-age lingo for an archive, an organized body of information in permanent storage. This *Guide* describes the organization of the ERIC database, which is a body of information that describes articles and documents about education.

DIALOG \ DIALOG is a commercial "information utility." It provides computer access (over phone lines) to a variety of—you guessed it—databases. It also produces the ERIC database on CD-ROM.

Digest \ ERIC Digests are 1,000-1,500 word essays on critical or emerging topics in education. They are written simply and clearly, as an introduction to the topic, for a wide audience.

document \ ERIC documents comprise one-half of the ERIC database, the education literature that does not appear in journals. Documents can be reports, opinion papers, essays, papers presented at conferences, curriculum guides, and so forth. They are described in *Resources in Education* (the *RIE*). Accession numbers for ERIC documents all begin with the letters "ED."

EDRS \ "ERIC Document Reproduction Service." Located in Springfield, VA, EDRS produces the ERIC microfiche on which ERIC documents are filmed. EDRS also produces microfiche and paper copies of ERIC documents for individual users. Orders can be placed by calling 800/443-3742.

ERIC \ "Educational Resources Information Center." The ERIC system consists of 16 clearinghouses and 4 supporting units.

field \ In an electronic database, a field is a place reserved for a particular kind of information—for example, the name of an author, the title of an article, and so forth. Each field has a name. In the examples of the ERIC database on CD-ROM in this *Guide*, field names are given as two-letter abbreviations.

GC \ "Group Code." The approximately 10,000 ERIC descriptors belong to one of 41 descriptor groups. The Group Code numbers in the Alphabetical Display refer to these descriptor groups. The groups to which the Group Code numbers refer are described at the back of the *Thesaurus of ERIC Descriptors*.

**interlibrary loan ** Most libraries help their clients get books or articles that are not available locally. They do this by getting the books or articles from other libraries. When they do this, they are making an interlibrary loan.

LV \ "Level." A field in the ERIC database that tells whether the document is available as both a paper reproduction and a microfiche reproduction (level 1), a microfiche reproduction only (level 2), or whether it is not available at all from the ERIC system (level 3). The database, however, gives the information needed to order level 3 documents from the original source.

MF01, MF02, MF03, etc. \ "MF" stands for "microfiche." These codes appear in the PR ("price") field in the ERIC database and help you determine the EDRS price for a given document. The price for microfiche is \$1.15 for the first five microfiche plus 25 cents for each additional microfiche. The code MF01, then, is \$1.15 and may indicate any number from 1 to 5 microfiche (1-480 pages). MF02 would indicate six microfiche for \$1.40 (\$1.15 plus 25 cents).

**microfiche ** A microfiche is about the size of a 3" x 5" index card. It is a form of "micrographic reproduction." Micrographics allow bulky documents to be stored in a minimum amount of space. From microfiche, a full-size document can be recreated as a blowback. Level 1 and level 2 ERIC documents are stored as microfiche.

**microfilm ** Microfilm is the micrographic medium (see microfiche, above) used to store articles in journals. Many libraries archive their journals as microfilm. Microfilm is produced as a roll of film, and one roll may contain several years of articles in a particular journal. Full-size documents can be created as blowbacks.

NT \ "Narrower Term." In the Alphabetical Display of Descriptors, narrower terms to which the given descriptor is related are noted.

online \ Refers to computer activity carried on over telephone lines. On-line searching of the ERIC database is provided by a number of commercial firms.

PC01, PC02, PC03, etc. \ "PC" stands for "paper copy." These codes appear in the PR ("price") field in the ERIC database and help you determine the EDRS price for a given document. The price per paper copy is based on units of 25 pages. The code "PC03" means that you multiply the price per 25-page unit times 3 to find the price of the paper copy reproduction for a document carrying that code (that is, $3 \times \$3.12 = \9.36).

PG \ "Pages." The field in the ERIC database that reports the number of pages in an article or document.

PR \ "Price." The field in the ERIC database that helps you calculate the EDRS price for an ERIC document. (See "MF01, MF02, MF03, etc." and "PC01, PC02, PC03, etc.," above.)

reader/printers \ Reader/printers are machines on which users can read micrographic media (microfiche and microfilm), as well as produce full-size blowbacks.

resume \ In the ERIC database, a resume is the complete description of an ERIC document or journal article. A resume contains many fields, including a complete abstract that summarizes the content of the article or document.

RIE \ *Resources in Education*. The RIE is the index of ERIC documents (not journal articles) published in monthly installments and in annual cumulative volumes.

Rotated Display \ The second section of the *Thesaurus of ERIC Descriptors*, particularly useful for translating common English into the language used to index the ERIC database.

RT \ "Related Term." In the Alphabetical Display of Descriptors, terms to which the given descriptor is related at the same level (that is, neither broader nor narrower).

SN \ "Scope Note." Scope notes appear in the Alphabetical Display of Descriptors, and they tell how the ERIC system has agreed to use a descriptor. Not all descriptors have scope notes, however.

Thesaurus of ERIC Descriptors \ The key to using the ERIC database effectively, the *Thesaurus* shows how descriptors are related to one another, tells how many times each descriptor has been used in the database, and often provides a guide to the meaning of the term (in scope notes) as used by the ERIC system. The descriptors are displayed in three ways: alphabetically (in the Alphabetical Display), as modified common English words (in the Rotated Display), and hierarchically (in the Two-Way Hierarchical Display).

TI \ "Title." The field in the ERIC database that reports the title of an ERIC document or article.

Two-Way Hierarchical Display \ The Hierarchical Display is the third major section of the *Thesaurus of ERIC Descriptors*. It shows the relationship of a descriptor to its related terms—narrower, broader, and at the same level.

UF \ "Used For." This code appears in the Alphabetical Display of Descriptors, and gives other terms that the descriptor is used for. Sometimes, descriptors are removed from the *Thesaurus*, and they will be listed as UFs. Sometimes, terms commonly used in the literature, but not in the *Thesaurus*, are listed as UFs.

UMI \ "University Microfilm, International." UMI produces microfilm copies of most ERIC journals, and will also produce paper copies for individual clients.